



Provincial Employment Roundtable

Québec and the rest: A survey of national and international approaches to adult language training

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The views expressed herein are those of the Provincial Employment Roundtable. They do not purport to reflect the views of the SRQEA.

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Executive Summary

Since the 1970s, the Québec government has made significant investments in the development and implementation of French-language training programs. In 2022, Québec updated its Charter of the French Language and committed to expanding the provision of adult French language learning services with the goal of helping individuals acquire sufficient French language skills¹. New investments in adult French-language training have been accompanied by a public re-examining of the effectiveness, quality, and accessibility of French-language training in Québec. This is particularly important given that French is the language of work in Québec, and individuals with low French language proficiency can face barriers to navigating the labour market.

This study aims to contribute to the improvement of Québec's adult French-language training ecosystem. It surveys how various jurisdictions in Canada and worldwide have deployed adult language training. Although Québec's unique linguistic landscape cannot be mapped neatly onto another jurisdiction, examining other jurisdictions can be valuable in identifying policy approaches and innovations that can be adopted into the Québec context. In this study, the adult language training approaches of New Brunswick, Ontario, Wales, Catalonia, Basque Autonomous Community, and Finland are surveyed.

Secondary research and qualitative interviews with subject matter experts are used to develop overviews of each jurisdiction's government-sponsored adult language training framework. Focus is placed on language programs for individuals in the labour market in order to examine how jurisdictions address both language planning and labour market integration priorities. These jurisdictions and their experiences are analyzed and used to develop recommendations for Québec policymakers and stakeholders.

Based on our research, we make the following recommendations:

- 1. Establish a province-wide network of French-language assessment and referral centres to provide free and affordable assessments for all Québec residents in partnership with community organizations, schools, and language centres.**
- 2. Regularly collect and publish linguistic data in Québec in order to track French-language competency levels.**
 - Data collection should include speaking, listening, writing, and reading competency level changes across the population.
- 3. Create volunteer language training programs to match language learners with fluent French language speakers.**
 - Fund formal and informal language-learning programs, including book clubs, conversation circles, and cultural events.
 - Develop multi-level volunteer-based programs to accommodate learners with different levels of proficiency.

¹ "Projet de loi n° 96, Loi sur la langue officielle et commune du Québec, le français," Assemblée Nationale du Québec, 2021 (accessed Aug. 29, 2023). <https://www.assnat.qc.ca/fr/travaux-parlementaires/projets-loi/projet-loi-96-42-1.htm>

4. Leverage the private sector to increase workforce-oriented French-language training

- Establish bridging programs that combine language training and work experience to help language learners transition into the labour market.
- Develop programs to support linguistic minorities with previous professional experience in transitioning directly into their professional field.

5. Increase collaboration between the government, the community sector, and the private sector to expand the provision of adult French-language training programs.

6. Improve the francisation website by enhancing its usability, navigation, and comprehensiveness as a one-stop-shop online government platform that provides all resources and information related to adult French-language training in Québec.

- The platform should provide diverse learning resources for all stakeholders, with sections dedicated to different stakeholder groups, including employers, volunteers, employment services providers, language training providers, teachers, and learners.
- The platform should direct learners toward language assessments and provide up-to-date information on French-language training programs.
- Information on French-language training should be made available in multiple languages to increase accessibility for linguistic minorities.

7. Develop and implement a strategy to better leverage technology to improve learner outcomes.

- Increase production of and access to online French-language training content.
- Invest in learning technologies to facilitate autonomous learning.
- Improve digital literacy among all Quebecers.
- Expand high-speed internet infrastructure across Québec.

Introduction

Language planning and policies have been evolving since the 1970s in Québec. In 1977, the Québec government introduced and passed the *Charter of the French Language* (the Charter). The Charter is an expansive piece of language planning policy; it touches upon the usage of French in all aspects of Québec society, including education, commerce, health, law, media, and labour.² Since the enactment of this legislation, Québec has developed a broad French-language training framework which includes the provision, as well as monitoring of the access to French-language instruction for youth and adults.³ Historically, French-language training in Québec has been concentrated in the standard education system, with fewer investments in adult language training. In 2022, Québec passed significant amendments to the Charter, including committing to the widespread provision of French-language learning services for adults with the goal of helping them acquire sufficient French language skills.⁴ With the announcement of province-wide French-language training, debates have emerged about the effectiveness, quality, and accessibility of Québec's current ecosystem of French-language training programs. The effectiveness of this ecosystem is of particular concern given the French-language barriers to employment that are faced by some communities in Québec – many of whom are English speakers.⁵

The aim of this study is to develop a better understanding of how various jurisdictions implement adult language training, particularly in cases where there are linguistic minority community considerations and labour market priorities. In this report, a review was conducted of the adult language training approaches and policies in six (6) jurisdictions: New Brunswick, Ontario, Wales, Catalonia, Basque Autonomous Community, and Finland. Three aspects of each jurisdiction's language training approaches are examined: the linguistic context and language training policies, the current framework for the delivery of adult language training, and existing programs and initiatives that have been implemented by the government. Focus is placed on programs developed to address labour market needs and challenges.

While these jurisdictions have different linguistic priorities than Québec, they are all engaged in the provision of government-sponsored language training. Understanding the approaches to language planning by different jurisdictions can help Québec policymakers identify new approaches to improve the provision of French-language training in the province. Recommendations for future action are provided at the end of the report.

² "Projet de loi n° 96, Loi sur la langue officielle et commune du Québec, le français," Assemblée Nationale du Québec, 2021 (accessed Aug. 29, 2023). <https://www.assnat.qc.ca/fr/travaux-parlementaires/projets-loi/projet-loi-96-42-1.htm>

³ Maxime Bergeron, "Loi 96 Des entreprises inquiètes pour leur recrutement.," La Presse, 31 août, 2021 (accessed July 3, 2023). <https://www.lapresse.ca/affaires/2022-08-31/loi-96/des-entreprises-inquietes-pour-leur-recrutement.php>; Alexandra M. Nicol, Rose Massicotte, Guillaume Talbot-Lachance, et Clara Chow, "Le projet de loi 96 : Nouvelles obligations en matière de langue du travail, des affaires, des contrats et bien plus," BLG, 26 mai 2022 (accessed July 3, 2023). <https://www.blg.com/fr/insights/2022/05/bill-96-new-french-language-obligations-affecting-workplaces-business-contracts-and-more>

⁴ "Projet de loi n° 96, Loi sur la langue officielle et commune du Québec, le français," Assemblée Nationale du Québec, 2021 (accessed Aug. 29, 2023). <https://www.assnat.qc.ca/fr/travaux-parlementaires/projets-loi/projet-loi-96-42-1.htm>

⁵ "Employment Profile of English speakers in Québec," Provincial Employment Roundtable, 2022 (accessed July 3, 2023). https://pertquebec.ca/wp-content/uploads/2022/02/PROVINCIAL_PROFILE_QUEBEC.pdf

Methodology

Desk research on the language training approaches of various jurisdictions in Canada and worldwide was conducted by surveying government websites and secondary literature on language planning and policies. The research was then narrowed to jurisdictions with language policies and adult language training programs. Government-funded language training programs were prioritized, with select public-private, private, and community partnership programs included.

Second, we conducted semi-structured informational interviews with subject matter experts who possess knowledge of or direct experience with the language learning approaches of various jurisdictions. We interviewed seven (7) subject matter experts, either academics from universities across Canada with expertise in language policy and second language acquisition, or government representatives from the selected jurisdictions.

Subject matter experts were interviewed for 1-1.5 hours via teleconferencing. Subject matter experts were asked to identify jurisdictions with effective adult language training policies and planning. Subject matter experts were also asked to provide suggestions for areas of further investigation and to validate the findings from our desk research.

We queried subject matter experts on topics related to their expertise, including these broad themes:

- Jurisdictions' current frameworks for adult language training.
- Various jurisdictions' linguistic context and policies towards linguistic minorities.
- Government-sponsored programs and initiatives that have been implemented to improve language learning outcomes.
- Adult language training initiatives for language learners looking to integrate into the labour market.

This data was synthesized to produce overviews of the language training frameworks of various jurisdictions. The number of jurisdictions was then narrowed down to:

- Jurisdictions currently deploying government-sponsored adult language training for their population.
- Jurisdictions where there is sufficient information available on their language training frameworks.
- Jurisdictions with similar demographic dynamics as Québec, characterized by an aging population, low birth rate, and global migration.

Jurisdictions that did not meet these criteria were excluded. The research on the six (6) remaining jurisdictions was compiled and analyzed to develop overviews of their language-training frameworks. Particular focus is placed on language training programs and policies for linguistic minorities in the labour market.

Jurisdictional Survey

The following section provides overviews of the linguistic policies and adult language training frameworks of six jurisdictions: New Brunswick, Ontario, Wales, Catalonia, Basque Autonomous Community, and Finland. For each jurisdiction, their linguistic context, current language training framework, and relevant programs and initiatives are provided.

New Brunswick

Linguistic Context

Although English is the most commonly used language in New Brunswick, the province was the first in Canada to adopt both official languages, English and French, in 1969. New Brunswick remains the sole official bilingual Canadian province, with French and English speakers as the largest official language communities. Both Francophone and Anglophone communities in New Brunswick have equal rights and access to government services in their chosen language. New Brunswick has the second highest rate of English-French bilingualism in Canada (34%) among its residents, after Québec (46%).⁶ In a population of 775,610 people, English speakers represent (69.5%) of the population, while French speakers represent (30.3%) of the population. Like other Canadian provinces, New Brunswick's linguistic communities have changed over the past decades with the influx of migrants. The top non-official languages spoken by individuals in New Brunswick are now Spanish (14.5%), Arabic (11.7%) and Tagalog (Filipino) (8.1%).⁷

The development of New Brunswick's language planning and policies has been shaped by the two official language groups of English and French speakers. Government language policies in New Brunswick were historically focused on the use of either English or French in the education system, with no policies explicitly outlining the provision of adult language training.⁸ In the 1800s, the provincial government began reforming the education system to more explicitly prioritize the teaching of English over French in schools, prompting protests by local French-speaking communities.⁹ In 1871, the provincial government passed the Common Schools Act to reform the school system, which made English the official language of school instruction.¹⁰

In 1969, after significant provincial and national debates over the official status of English and French, the New Brunswick government enacted the *Official Languages Act of New Brunswick*.¹¹ This major legislation was the first provincial legislation in Canada that outlined the equal status of English and French in government institutions and formalized the rights for individuals to access government services in English

⁶ "Census of Population, 2021 (3901)," Statistics Canada, August 17, 2022 (accessed July 3, 2023). <https://www150.statcan.gc.ca/n1/daily-quotidien/220817/mc-a002-eng.htm>

⁷ "Census Profile. 2021 Census of Population," Statistics Canada Catalogue no. 98-316-X2021001, Statistics Canada, Ottawa, March 29, 2023 (accessed 2023, April 25): <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>

⁸ François Vaillancourt, Olivier Coche, Marc Antoine Cadieux, and Jamie Lee Ronson, "Official Language Policies of the Canadian Provinces: Costs and Benefits in 2006," (January 2012), Fraser Institute (accessed July 3, 2023).

<https://www.fraserinstitute.org/sites/default/files/official-language-policies-of-canadian-provinces-rev.pdf>

⁹ Vaillancourt, et al. "Official Language Policies," (January 2012).

¹⁰ "Education: the Early Years (1784-1871)," Provincial Archives of New Brunswick, Government of New Brunswick, 2023 (accessed July 3, 2023). <https://archives.gnb.ca/Exhibits/ArchivalPortfolio/TextViewer.aspx?culture=en-CA&myFile=Education-1>

¹¹ "Frequently Asked Questions," Office of the Commissioner of Official Languages for New Brunswick (accessed March 13, 2023). <https://officiallanguages.nb.ca/content/frequently-asked-questions/>

and French.¹² Under the Official Languages Act, English-speaking and French-speaking communities have equality of status and access to services in education, law, health, and employment. The Official Languages Act was amended in 2002 to guarantee broader English and French language rights for residents accessing provincial services but does not explicitly outline the delivery of adult language training services in either English or French.

Current language training framework

Adult language training programs in English and French have emerged in response to local community needs and initiatives. With the growth of immigration since the 1980s, the province began to more systematically offer adult language training services with the goal of helping primarily immigrants integrate into English and French communities.¹³

Government-funded English and French-language training courses are available for free to residents of New Brunswick and are targeted primarily at immigrants. The majority of these courses are delivered through the Language Instruction for Newcomers (LINC), and the Cours de langue pour les immigrants au Canada (CLIC) programs that are funded by the federal government. The provincial and federal governments jointly fund certain language training programs. In a few cases, the provincial government independently funds language training courses, particularly workforce-oriented programs to help newcomers integrate into the labour market.

Language training is primarily delivered by language centres, school boards, community colleges, and community organizations.¹⁴ Information on government-funded language training is available online and offline through immigrant welcome centres, community organizations, and school boards.

Programs and Initiatives

LINC/CLIC Programs

The Language Instruction for Newcomers to Canada (LINC) and Cours de langue pour les immigrants au Canada (CLIC) programs are major federally-funded language training programs available for free to newcomers and immigrants.¹⁵ These language training programs aim to help immigrants learn English or French while integrating into the province. Classes are based on the official national standards for measuring the language skills of adult immigrants, the Canadian Language Benchmarks and the Niveaux de compétence linguistique canadiens. The LINC/CLIC programs are delivered across Canada with the exception of Québec, which has its own adult French-language training framework. Language learners can participate in the programs online and in-person through schools, language centres, and community organizations, which can be located through a federal online database of providers. LINC and CLIC programs cover various language skills, including general language classes, literacy, and job-specific

¹² “History of Official Languages,” Office of the Commissioner of Official Languages for New Brunswick (accessed April 3, 2023). <https://officiallanguages.nb.ca/content/history-of-official-languages/>

¹³ Layla Sall and Benoit Bolland. “New Brunswick’s Acadia and Francophone Immigrants: A Model of Economic Integration in the Margins,” *Revue européenne des migrations internationales*, vol. 37, n°1-2 (2021): 1-22 (accessed Jan. 23, 2023). URL: <http://journals.openedition.org/remi/20814>

¹⁴ “Learning English or French,” Government of New Brunswick (accessed March 13, 2023). <https://www.welcomenb.ca/content/wel-bien/en/LivingSettling/content/LanguageTraining.html>

¹⁵ “Language classes funded by the Government of Canada,” Government of Canada, May 30, 2018 (accessed 2023, July 3). <https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/new-life-canada/improve-english-french/classes.html>

language skills to help individuals advance in the labour market.¹⁶

Internationally Trained Workers Program (ITW)

The ITW program is a provincially-funded language training program delivered by a learning centre in New Brunswick that aims to provide workforce-oriented language training to newcomers and immigrants. The 12-week program helps immigrants who already have international work experience to acquire English or French occupation-specific vocabulary, communication skills, and cultural diversity to help them integrate into their field of employment.¹⁷ The program prioritizes individuals from identified priority fields, primarily in IT and engineering. Priority occupations include computer engineers, programmers, data analysts and developers.

Language Proficiency Evaluation Program

The Government of New Brunswick's Finance and Treasury Board offers English and French language proficiency evaluations to assess individuals' oral, reading, and writing skills. These evaluation services are offered, at a fee, to members of the public, as well as to organizations, government departments, and agencies.¹⁸ Language evaluation fees are \$30-\$60 for each skill being assessed, such as oral, reading, or writing skills. A certificate is delivered to individuals upon receiving a scaled assessment of their language skills, valid for a limited period of time. The program also offers an assessment of work-related language skills, such as being able to explain work-related procedures, problem-solve, and have general conversations.

Blended Online Language Training (BOLT)

The BOLT program is a provincially-funded language training program delivered online by a learning centre in New Brunswick which offers workforce-oriented English and French-language training to newcomers and immigrants.¹⁹ The program aims to help newcomers improve their employability by learning an official language while receiving basic job preparation and confidence-building. Students receive language coaching and workshops personalized to their language level, field of employment, and preferred course intensity.

New Brunswick Employment Language Training (NBELT)

The NBELT program is an English-language workforce-oriented language training program that offers newcomers language training and work-related experiences such as job placements, mentorship, and volunteering opportunities in the Greater Moncton area.²⁰ The program helps newcomers integrate into the labour market by developing skills such as job searching, workplace language, and digital literacy. It is delivered by the Multicultural Association of the Greater Moncton Area (MAGMA) in partnership with the

¹⁶ Ibid.

¹⁷ "Nouveaux arrivants au travail au Nouveau-Brunswick [Newcomers Empowered to Work in New Brunswick]," Continuum Formation continue CCNB (accessed March 13, 2023). https://continuum.ccnb.ca/media/8029/new-nb_travail-nb-tic_bilingue.pdf

¹⁸ "Language Proficiency Evaluation," Government of New Brunswick (accessed March 13, 2023). https://www2.gnb.ca/content/gnb/en/services/services_renderer.201468.Language_Proficiency_Evaluation.html#serviceDescription

¹⁹ "Voulez-vous améliorer votre accès à l'emploi? [Do You Want to Increase Your Access to Employment?]" Continuum Formation continue CCNB (accessed March 13, 2023). <https://continuum.ccnb.ca/media/8025/bolt-nord-clients.pdf>

²⁰ "New Brunswick Employment Language Training (NBELT)," Government of Canada, February 13, 2013 (accessed July 3, 2023). <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/partners-service-providers/immigrant-serving-organizations/best-practices/new-brunswick-employment-language-training.html>

New Brunswick Multicultural Council (NBMC), which coordinates and manages the program. The program is funded by the federal and provincial governments.²¹ The program reports a 90 percent success rate for participants gaining employment or pursuing post-secondary education after the program.²²

English Conversation Circle (ECC)

The ECC is an online language training service delivered by MAGMA and open to all individuals, regardless of their immigration status. The program targets individuals who want to learn how to converse in English in a more informal setting than a course. The program offers Beginner and Intermediate language circles, according to the Canadian Language Benchmarks assessment for English language proficiency. The program allows individuals to practice conversational skills in a group with a qualified group facilitator.²³

Ontario

Linguistic Context

Ontario is home to many linguistic communities and is Canada's most linguistically diverse province.²⁴ The province has large linguistic communities, including English speakers, French speakers, Indigenous language speakers, and speakers of various heritage languages. The most spoken non-official languages are Mandarin, Cantonese, Punjabi, and Italian.²⁵ English is the de facto language of Ontario's over 14 million residents, with 93.8% identifying as English speakers. French speakers are an official language minority community in Ontario, with over 1.5 million French speakers in the province. The overwhelming majority of French speakers in Ontario are English-French bilingual, with a small percentage (0.3%) being monolingual French speakers.²⁶

Ontario's language planning and language learning policies have historically prioritized the use of English or French as official languages in public institutions. During the 18th and 19th centuries, language policies targeted the language of instruction in primary and secondary education, with little focus on adult language training.²⁷ Although English was the majority language across the province, the public use of English or French was primarily left up to communities to decide. In areas where Franco-Ontarians were the largest linguistic community, they had significant control over the use of French in their communities, including in education.²⁸

In the late 1800s, the Ontario government began to exert more control over the use of English in public institutions. This change was prompted, in part, by growing tensions between Anglo-Ontarians and Francophones who had migrated from Québec. Notably, in 1912, the Ontario government issued Regulation 17, a law which significantly limited the use of French as the language of instruction and

²¹ "Welcome to MAGMA-AMGM," Multicultural Association of the Greater Moncton Area (accessed April 4, 2023). <https://magma-amgm.org/>

²² "New Brunswick Employment Language Training (NBELT)," Government of Canada, February 13, 2013 (accessed July 3, 2023). <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/partners-service-providers/immigrant-serving-organizations/best-practices/new-brunswick-employment-language-training.html>

²³ "Services - Language," Multicultural Association of the Greater Moncton Area (accessed April 10, 2023). <https://magma-amgm.org/programs>

²⁴ Graeme Bruce and Dexter McMillan, "These 6 graphics show how language is changing in Canada," CBC, August 17, 2022, (accessed July 3, 2023). <https://www.cbc.ca/news/canada/census-data-2021-languages-graphics-1.6554035>

²⁵ "Census Profile, 2021 Census of Population, Ontario," (table), Statistics Canada Catalogue no. 98-316-X2021001, Statistics Canada, March 29, 2023, Ottawa, (accessed April 25, 2023). <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>

²⁶ Ibid.

²⁷ Vaillancourt, et al. "Official Language Policies," (January 2012).

²⁸ Ibid.

communication in the education system in favour of English.²⁹

It was not until the 1960s that the Ontario government started to reverse its policies and examine how to implement policies that supported the use of English and French in the province.³⁰ In 1986, the Ontario government enacted the *French Language Services Act*, which guarantees Franco-Ontarians the right to provincial services in French.³¹

Current language training framework

The significant growth in immigration in Ontario since the 1980s has led to an increased focus on multilingualism and linguistic integration of immigrants. The Ontario government began developing an adult language training framework which focused mainly on providing English- and French-language training to newcomers to help them settle into the province.

Government-funded English-as-a-second-language (ESL) and French-as-a-second-language (FSL) programs are available for free to residents of Ontario. Courses target immigrants, including permanent residents, refugee claimants, and protected persons. Courses are delivered primarily through adult education centres in school boards and language schools that offer multi-level language training with in-person and online learning options.³² The Ontario government partners with the federal government, which funds the delivery of the CLIC and LINC national language training programs for newcomers.³³ The Ontario government also funds general English and French adult language training in the province.

Information on government-funded adult language training is available online on a bilingual (English and French) government website, though information can also be found through Ontario's Coordinated Language Assessment and Referral System (CLARS) centres, a network of community-based organizations such as immigrant welcome centres, libraries, and community centres that provide free language assessment and referrals across the province.

Programs and Initiatives

Coordinated Language Skills Assessment

Through its CLARS centres network, the Ontario government offers free language assessment and referral services across the province.³⁴ It is the product of a provincial-federal partnership to create a CLARS Advisory Committee of language training experts and representative stakeholders, which guided the establishment of the system. CLARS allows for coordinated language assessments and referrals that are delivered consistently across the province. Language assessment services are typically the first step for language learners to access government-funded language training in Ontario. Language learners must contact their local CLARS centre regarding their eligibility to take an assessment in English or French. The assessment is conducted according to nationally-recognized language benchmark assessment criteria.

²⁹ "Regulation 17, Circular of Instruction No. 17 for Ontario Separate Schools for the School Year 1912–1913 (1913)," Government of Canada, Department of Education. Compendium of Language Management in Canada (CLMC), University of Ottawa, (accessed March 13, 2023). <https://www.uottawa.ca/clmc/regulation-17-circular-instruction-no-17-ontario-separate-schools-school-year-1912-1913>

³⁰ Vaillancourt, et al. "Official Language Policies," (January 2012).

³¹ "French Language Services Act, R.S.O. 1990, c. F.32," Government of Ontario (accessed January 18, 2023). <https://www.ontario.ca/laws/statute/90f32>

³² "Adult learning," Government of Ontario, November 15, 2022 (accessed July 3, 2023). <https://www.ontario.ca/page/adult-learning>

³³ See New Brunswick section for information on the CLIC and LINC programs.

³⁴ "Adult learning: French as a second language," Government of Ontario, March 16, 2023 (accessed April 5, 2023). <https://www.ontario.ca/page/adult-learning-french-second-language>

Once the assessment is complete, individuals are referred to federally and provincially funded language training programs.

Occupation Specific Language Training (OSLT)

OSLT is a free workforce-oriented language training program funded by the federal government in partnership with 12 Ontario colleges to provide English workforce-oriented language training programs to employed and unemployed immigrants with international education or work experience.³⁵ The program helps adult immigrants learn the language skills needed for specific occupations and sectors and general workplace communication skills. It is delivered by Ontario colleges in-person and online. Courses are designed for specific sectors such as business, human services, early childhood education, technology, and healthcare. In some cases, the program is delivered directly in workplace settings. OSLT programs have a range of workforce-oriented objectives, depending on the program and school. Goals include confidence-building to use English, job interviewing skills, networking skills, and directly connecting students with employers.

Curriculum Development for Specialized Language Training (CDSLTL)

The CDSLTL is a project in partnership with the Ontario Ministry of Labour, Immigration, Training and Skills Development and a local language services provider. The CDSLTL project aims to develop a workplace language training curriculum for ESL teachers who teach newcomers interested in working in Ontario's Food Services and Hospitality sector.³⁶ The curriculum is designed to help teachers teach the necessary language skills for this sector and is designed in collaboration with the Ontario Restaurant Hotel and Motel Association. The curriculum is available via an online learning platform accessible to qualified language instructors across the province.

Ontario Bridge Training Program

The Ontario Bridge Training Program helps immigrant language learners to get a certificate or license to practice a profession or trade while improving their language skills. The program is primarily funded by the Ontario government and delivered through employers, post-secondary institutions, community organizations, employment service delivery organizations, and occupational regulatory bodies.³⁷ Program enrollment costs differ for participants, depending on the service provider, though participants have access to various government bursaries to cover enrollment costs. Bursaries of up to \$5000 are available to cover tuition and course materials. Providers delivering the program deliver occupation-specific language training in addition to professional training, work placements, preparation to take a certification exam, and individual language learning plans. Programs can be delivered in-person, online or in a hybrid format at different times of the day. To be eligible, participants must be immigrants with relevant professional or educational experience in a particular field. Various professions are included in the program, including early childhood education, healthcare, technology, skilled trades, and social work.

³⁵ "English Language Training," OKLearn (accessed March 13, 2023). <http://www.oklearn.ca/eng-occupation-specific.php>

³⁶ "Curriculum Development for Specialized Language Training (CDSLTL)," achêv, 2021 (accessed July 3, 2023). <https://achev.ca/service/curriculum-development/>

³⁷ "Adult learning: Ontario Bridge Training Program," Government of Ontario, July 26, 2022 (accessed July 3, 2023). <https://www.ontario.ca/page/adult-learning-ontario-bridge-training-program>

Wales

Linguistic Context

English is the de facto language in Wales; however, the Welsh government has made significant efforts to increase the use of Welsh over the past three decades. In 1993, the Welsh Language Act established English and Welsh as equal, guaranteeing equal access to public sector services and legal proceedings in both languages.³⁸ After the devolution from the United Kingdom's centralized authority in 1997, a series of laws were implemented that reflected an increasingly independent Welsh government.³⁹ With the *Senedd and Elections (Wales) Act* in 2020, the Welsh National Assembly was recognized as a law-making and tax-settling government and renamed Senedd Cymru (Welsh Parliament).⁴⁰

In 2011, the Welsh government passed the Welsh Language Measure, which conferred official status to Welsh and implemented legal requirements for the Welsh language to be treated with no less favour than English,⁴¹ guaranteeing access to bilingual public services.⁴² In 2017, the Welsh Government introduced *Cymraeg 2050: A Million Welsh Speakers*, a new strategy to promote and facilitate the use of the Welsh language and set out a long-term approach to reach a million Welsh speakers by 2050.

Cymraeg 2050 has three main themes: increasing the number of Welsh speakers, increasing the use of Welsh, and creating favourable conditions for reaching these goals.⁴³ This initiative includes investments in Welsh education for youth, adult language training, and increasing the use of Welsh in the workforce.

To track the effectiveness of language policies, the Welsh government uses census data that includes breakdowns of various levels of Welsh competency in the population. Out of the total population of 3,107,494 million individuals,⁴⁴ there are roughly 528,300 Welsh speakers, representing 17% of the population.⁴⁵ The proportion of Welsh speakers has decreased from past years; Welsh speakers represented 20.8% of the population in 2001. The drop in Welsh competency over recent years is primarily attributed to declines among children aged 3-15. Pandemic disruptions to education may partly account for this decline. However, the most recent census shows increases in Welsh competency among adults; there was an overall increase of 2,500 Welsh speakers between the age of 16-64.⁴⁶

38 Ifor Gruffydd, Rhian Hodges, and Cynog Prys, "Strategic management of Welsh language training on a macro and micro level," *Current Issues in Language Planning*, 2 (2022): 1-20 (accessed July 3, 2023). <https://doi.org/10.1080/14664208.2022.2117961>

39 "History of devolution," Senedd Cymru - Welsh Parliament, Oct. 10, 2021 (accessed April 3, 2023). <https://senedd.wales/how-we-work/history-of-devolution/>

40 Ibid.

41 "Welsh Language (Wales) Measure 2011," Llywodraeth Cymru/Welsh Government, June 18, 2021 (accessed April 4, 2023). <https://law.gov.wales/culture/welsh-language/welsh-language-wales-measure-2011>

42 Some detailed information in this section is sourced from a keynote speech by Dona Lewis, Chief Executive of the National Centre for Learning Welsh. See Lewis, Dona: "Keynote address: Dona Lewis, Deputy Chief Executive for the National Centre for Learning Welsh" [Presentation], Putting Language to Work Conference, PERT Québec. Online. <https://youtu.be/UaF9jX9k5EA>

43 "Cymraeg 2050: A million Welsh speakers," Llywodraeth Cymru/Welsh Government, 2018 (accessed July 3, 2023). <https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf>

44 "ONS website, statistical bulletin, Population and household estimates, England and Wales: Census 2021, unrounded data," Office for National Statistics (ONS), November 2, 2022 (accessed July 3, 2023). <https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/populationandhouseholdestimatesenglandandwales/census2021unroundeddata>

45 "Welsh language in Wales (Census 2021)," Llywodraeth Cymru/Welsh Government, December 6, 2022 (accessed July 3, 2023). <https://www.gov.wales/welsh-language-wales-census-2021-html>

46 "'Signs of hope' in Welsh language census data despite fall says lobbying group," *Nation.Cymru*, December 7, 2022 (accessed July 3, 2023). <https://nation.cymru/news/signs-of-hope-in-welsh-language-data-census-data-despite-fall-says-lobbying-group/>

Current language training framework

The Welsh government provides English and Welsh adult language training programs to residents of Wales. English for Speakers of Other Languages (ESOL) classes are targeted primarily at immigrants, while Welsh language training programs are broadly targeted at the general public.⁴⁷ The National Centre for Learning Welsh (NCLW) and the Welsh Language Commissioner are the primary offices established to aid in implementing Welsh language policies and planning. The NCLW provides support and strategic leadership for the adult language training sector, acting as a centralized body for users to find program information. Individuals can search for Welsh courses across all regions through the NCLW's Learn Welsh / Cymru website.⁴⁸ Programs are available at different proficiency levels and are offered in-person, online, hybrid, and as self-study courses. Financial assistance to enroll in programs is available to those who meet eligibility criteria, including aid for those experiencing financial hardship. Assistance is also available for those who require additional support to participate in programs, such as childcare, travel costs, and exam fees.⁴⁹

Programs and Initiatives

Welsh Language Technology Action Plan

Based on Cymraeg 2050, the *Welsh Language Technology Action Plan* (2018) is a national plan to develop Welsh language technology by engaging stakeholders across sectors. This plan also aims to support current and future Welsh speakers—in education and in their professional and social lives—by better leveraging digital technologies to support the use of Welsh. The plan identifies three specific areas for action: Welsh language speech technology, computer-assisted translation, and conversational artificial intelligence to support the learning and usage of Welsh.⁵⁰ The plan's objectives are to create and sustain digital infrastructure; develop a culture of open innovation; increase capacity and digital skills; transform the digital landscape in the public sector; and promote the use of Welsh digital products and services.⁵¹

Language Skills Assessment

The NCLW provides a nationwide online Welsh language level assessment which is available to all residents and through some employers.⁵² Employers can register for language assessment for their employees and receive their employees' results. The test evaluates four language skills: listening, speaking, reading, and writing. The listening and reading results are immediately available, while the speaking and writing are marked and released shortly after. Learners can reassess their level every three months to track progress. A guide detailing the language competency levels provides learners with information on how their linguistic competency is measured and what areas require further practice.⁵³ Once language skills are assessed, individuals are referred to courses for improving their Welsh based on their current Welsh language level.

⁴⁷ "FAQ," Addysg Oedolion Cymru/Adult Learning Wales (accessed March 13, 2023). <https://www.adultlearning.wales/en/about/faq>

⁴⁸ "About Us," Learn Welsh / Cymru (accessed April 5, 2023). <https://learnwelsh.cymru/about-us/the-national-centre-for-learning-welsh/>

⁴⁹ "Frequently Asked Questions (FAQs): The Financial Contingency Fund," Y Ganolfan Dysgu Cymraeg Genedlaethol/National Centre for Learning Welsh, 2022 (accessed July 3, 2023). <https://dysgucymraeg.cymru/media/13963/fcf-faqs-2022-23.pdf>

⁵⁰ "Welsh language technology action plan," Llywodraeth Cymru/Welsh Government, 2018 (accessed July 3, 2023). <https://www.gov.wales/sites/default/files/publications/2018-12/welsh-language-technology-and-digital-media-action-plan.pdf>

⁵¹ Delyth Prys, Dewi Bryn Jones, and Gruffudd Prys, "Planning for Language Technology Development and Language Revitalization in Wales," Proceedings of the Language Technologies for All (LT4All), European Language Resources Association (ELRA) (2019): 367-370 (accessed July 3, 2023). <https://lt4all.elra.info/proceedings/lt4all2019/pdf/2019.lt4all-1.92.pdf>

⁵² "The Learn Welsh Level Checker," Cymraeg Gwaith/Work Welsh. 2023 (accessed July 3, 2023). <https://learnwelsh.cymru/work-welsh/learn-welsh-level-checker-1/>

⁵³ "Description of Employees Ability in Welsh for all Skills/Levels," Learn Welsh/Cymru (accessed March 30, 2023). https://learnwelsh.cymru/media/3239/151217description_sgilliau.pdf

Work Welsh

The Welsh government funds the Work Welsh program, which offers a range of fully-funded, flexible programs to help individuals increase and bolster the use of Welsh as the language of work. The program includes confidence-building courses, tutored classes, self-study courses, and beginner taster courses for new learners.⁵⁴ Taster courses are offered online and provide individuals with general vocabulary and sector-specific language training for various sectors, including healthcare, social, tourism, teaching, and retail.⁵⁵

Partnership with Duolingo

In 2021, the NCLW launched a partnership with Duolingo, an educational technology company that produces learning apps, to create a Welsh language acquisition program in their application. This initiative required the involvement of Welsh programmers who helped in the development of the project.⁵⁶ The NCLW shares its Welsh learning resources with Duolingo for the app to use the same language patterns and vocabulary in the Welsh for Adults courses.⁵⁷ Duolingo reports that Welsh is the fastest-growing language in the UK; 1.5 million people globally use the platform for Welsh, and roughly 58% of Welsh language learners are based in the United Kingdom.⁵⁸

Digital learning resources

As part of the Learn Welsh initiative, the Welsh government provides digital resources to provide additional language learning for individuals taking courses. These include virtual courses for self-learners to practice and improve their Welsh without taking a certified course.⁵⁹ The courses are free and open to anyone with multiple learning units. The learning units are divided into six levels of advancing difficulty. All learning units include reading, speaking, listening, and writing language skills, with over 100 hours of learning units. A

Welsh alphabet online audio resource is also provided for learners.⁶⁰ The *Learn Welsh* website also refers language learners to other informal learning opportunities, including social activities, music, TV shows, reading lists, and language hubs where individuals can learn Welsh while participating in cultural activities.⁶¹

⁵⁴ “Cymraeg Gwaith/Work Welsh,” Cymraeg Gwaith/Work Welsh, 2023 (accessed July 3, 2023). <https://learnwelsh.cymru/work-welsh/work-welsh-services-2023/>

⁵⁵ “Confidence Building Short Courses,” Cymraeg Gwaith/Work Welsh, 2023 (accessed July 3, 2023). <https://learnwelsh.cymru/work-welsh/work-welsh-confidence-building-courses/>

⁵⁶ Steven Morris, “Welsh language centre partners with Duolingo in million speaker goal,” *The Guardian*, January 24, 2021 (accessed July 3, 2023). <https://www.theguardian.com/uk-news/2021/jan/24/duolingo-app-partners-welsh-language-centre-help-reach-goal-1-million-speakers>

⁵⁷ “Working with Duolingo,” *Learn Welsh / Cymru* (accessed April 5, 2023). <https://learnwelsh.cymru/news/working-with-duolingo/>

⁵⁸ Colin Watkins, “2020 Duolingo Language Report: United Kingdom,” *Duolingo*, December 15, 2020 (accessed July 3, 2023). <https://blog.duolingo.com/uk-language-report-2020/#welshisthefastestgrowinglanguageintheuk>

⁵⁹ “Digital resources,” *Learn Welsh / Cymru* (accessed April 5, 2023). <https://learnwelsh.cymru/learning/digital-resources/entry/>

⁶⁰ Helen Morfydd, “Yr Wyddor The Alphabet (De),” *Articulate Global, LLC*, 2023 (accessed March 13, 2023). <https://360.articulate.com/review/content/19113298-a9a7-405c-ad6c-94b676220e21/review>

⁶¹ “Enjoy your Welsh,” *Learn Welsh / Cymru* (accessed April 5, 2023). <https://learnwelsh.cymru/learning/enjoy-using-welsh/>

Catalonia

Linguistic Context

Catalonia is an autonomous community in Northeastern Spain with regional governing authority under its Statute of Autonomy (1979), which the Spanish government recognizes.⁶² Under the Franco dictatorship in Spain (1939-1975), Castilian Spanish⁶³ was imposed by force, and languages such as Basque, Galician, and Catalan were banned from the public sphere. Minority language education took place clandestinely. By the end of the Franco dictatorship, the outgoing regime recognized the possibility of forming regions where linguistic minorities' languages are co-official, with Spanish remaining an official national language. The 1978 Spanish Constitution transformed Spain into decentralized democratic territories of semi-federal autonomous communities.⁶⁴

Most Catalonians speak Spanish, an official language in Catalonia, along with Catalan, Aranese, and Catalan Sign Language. Catalan has a special status in Catalonia and has prominence throughout the region. It is the language of government and a compulsory subject in schools.

As of 2021, the population of Catalonia is 7,763,362⁶⁵ out of Spain's 47,385,107.⁶⁶ The Catalonia government also collects data on the population's knowledge of Catalan. According to the latest government linguistic statistics from 2018, the percentage of the population aged 15 and over that understands Catalan is 94.4%. A further breakdown of linguistic competencies in the population (aged 15 and over) shows that most individuals can also read Catalan (85%), followed by speaking (81%), writing (65%), and full competency (65%).⁶⁷ In contrast, the population's Spanish proficiency remains in the high 90s across all categories of linguistic competence assessment. The percentage of those aged 15 and over that speak Catalan in their daily life is 36.1%, compared to 36.3% in 2013, 35.6% in 2008, and 46% in 2003.⁶⁸

The Catalonia government has developed laws to enforce the use of Catalan in businesses and public spaces, including laws to ensure that citizens can use both Catalan and Spanish without prejudice.⁶⁹ It has also made significant investments in the linguistic normalization of Catalan in the region, with policies to ensure its revitalization and regular use in the public sphere. The government has also invested in adult language training to increase the use of Catalan among the population.

⁶² "Statute of Autonomy of Catalonia 2006," Generalitat de Catalunya, 2008 (accessed July 3, 2023). https://web.archive.org/web/20080528011550/http://www.gencat.cat/generalitat/eng/estatut/titol_preliminar.htm#a6

⁶³ Castilian is the dialect of Spanish spoken across most of Spain. Hereafter in this report referred to simply as "Spanish." See "Castilian," Merriam Webster Dictionary Online (accessed July 3, 2023). <https://www.merriam-webster.com/dictionary/Castilian>

⁶⁴ Jane Tien, "Fighting Words: Catalonia at the Language Instruction Crossroads," *Duke Journal of Comparative & International Law*, v32(2022): 409-439 (accessed July 3, 2023). <https://scholarship.law.duke.edu/djCIL/vol32/iss2/4>

⁶⁵ "Statistics of the Autonomous Communities," Instituto Nacional de Estadística, 2021 (accessed July 3, 2023). <https://www.ine.es/jaxi/Datos.htm?path=/t20/e245/p08/10/&file=02001.px#!tabs-mapa>

⁶⁶ "National Total," Instituto Nacional de Estadística, 2021 (accessed Aug. 29, 2023). <https://www.ine.es/jaxi/Datos.htm?path=/t20/e245/p08/10/&file=02001.px#!tabs-mapa>

⁶⁷ "Knowledge of languages: Catalan, Spanish, English and French," Statistical Institute of Catalonia, July 8, 2017, Generalitat de Catalunya (accessed July 3, 2023). <https://www.idescat.cat/indicadors/?id=anuals&n=10367&tema=cultu>

⁶⁸ "Language uses of the Population. First language, language of identification and habitual language," Statistical Institute of Catalonia, July 8, 2017, Generalitat de Catalunya (accessed July 3, 2023). <https://www.idescat.cat/indicadors/?id=anuals&n=10364&tema=cultu>

⁶⁹ "Act no. 1, of 7th January 1998, on linguistic policy, Departament de Cultura, 1998," Generalitat de Catalunya (accessed April 11, 2023). <http://hdl.handle.net/20.500.12368/203>

Current language training framework

The Ministry of Culture's Language Policy Secretariat is the body responsible for analyzing, managing, planning, coordinating, and implementing Catalan language policy.⁷⁰ The ministry works with various organizations to help implement adult Catalan language training. The Consortium for Linguistic Standardisation (CPNL) is a non-centralized regional network of language standardization and training centres created to foster the use of the Catalan language.⁷¹ Its website features an online search engine for individuals to locate courses, in-person or online, across Catalan-speaking territories.⁷² The website is available in Catalan, Spanish, English, French, Chinese, and Arabic. The CPNL staffs 600 professionals on 146 sites, which help with the delivery of Catalan language training.⁷³ Apart from the CPNL centres, Catalan classes are also offered in post-secondary institutions, non-state schools, and official language schools at a fee to learners.⁷⁴ Adult Catalan courses range from generalized functional learning to language learning for integration into the workforce. Courses are offered in-person, online, hybrid, and through self-study. Lastly, the Official Language Schools (EOI) of Catalonia are public language school centres that offer Catalan language courses for adults and are governed by the Department of Education in Catalonia.⁷⁵

Due to significant immigration in the early 2000s, there are now more linguistic communities in Catalonia, including speakers of Rif-Berber, Darija, Urdu, and Romanian.⁷⁶ Initiatives for revitalizing the Catalan language in Catalonia extend to immigrants in the region. The government and the CPNL have partnered to provide Catalan language courses for immigrants, including courses to support integration into the labour market.⁷⁷ The Catalonia government has also established partnerships with the private sector and enlists over 5000 businesses to promote the use of Catalan within their shops.⁷⁸

Programs and Initiatives

Parla.cat

Parla.cat is a government-funded digital platform for the virtual learning of Catalan.⁷⁹ The platform has Spanish, French, English, and German versions available. The Parla.cat website links to multiple learning resources. It offers free multi-level self-study courses with course materials and paid tutored courses with accompanying materials. All courses are offered online and at various levels and take approximately three months to complete. The courses also include a language assessment for the learner to assess their current level of Catalan. Parla.cat provides a virtual space with recreational and cultural content for language

⁷⁰ "Language policy organisations," Generalitat de Catalunya, February 23, 2021 (accessed March 13, 2023). <https://llengua.gencat.cat/en/el-catala/organismes/organismes-de-politica-lingueistica/>

⁷¹ "Cursos de Català," Consorci per a la normalització lingüística (accessed March 13, 2023). <https://www.cpnl.cat/cursos-de-catala/>

⁷² "Find your Course," Consorci per a la normalització lingüística (accessed March 30, 2023). <https://www.cpnl.cat/troba-el-teu-curs-de-catala/>

⁷³ "Consortium for Language Standardisation," Generalitat de Catalunya, August 29, 2017 (accessed March 13, 2023). https://llengua.gencat.cat/en/direccio_general_politica_linguistica/02_organismes_vinculats/06_consorci_per_a_la_normalitzacio_linguistica/

⁷⁴ "Educació d'adults: Llengua catalana," Departament d'Educació, Generalitat de Catalunya, March 29, 2023 (accessed July 3, 2023). https://www.gencat.cat/ensenyament/eac/pdf/FANR____LCAT_CA.pdf

⁷⁵ "Qui som? [Who are we?]," Departament d'Educació, L'Escola Oficial d'Idiomes Barcelona Drassanes (EOIBD) (accessed March 13, 2023). <https://www.eoibd.cat/en/escola/qui-som/>

⁷⁶ "Demographic Survey. Població de 15 anys i més segons llengua inicial, d'identificació i habitual. Catalunya," Idescat (accessed April 11, 2023). <https://www.idescat.cat/indicadors/?id=anuals&n=10364>

⁷⁷ "Linguistic welcome," Consorci per a la normalització lingüística (accessed March 13, 2023). <https://www.cpnl.cat/en/cursos-de-catala/acolliment-linguistic/>

⁷⁸ "Establiments Col.laboradors," Voluntariat per la Llengua (accessed March 13, 2023). <https://www.vxl.cat/establiments>

⁷⁹ "Aprèn català a Internet," Parla.cat (accessed March 13, 2023). https://www.parla.cat/pres_catalaenlinia/AppPHP/login/index.php?lang=en

learners, including literature, libraries, videos, music, and games. The virtual space includes forums for community members to interact with each other, encouraging the exchange of information and co-learning. The platform designates a space for educators where Catalan language teachers can create and exchange didactic resources, along with a search engine to find teaching materials. Parla.cat is funded by three agencies: the Consortium for Linguistic Standardisation (CPNL); the Secretariat of Linguistic Policy; and the Ramon Llull Institute, a multi-government consortium responsible for promoting the Catalan language and culture.⁸⁰

Catalan for the workforce program

The CPNL offers courses and training for employers to improve the use of Catalan in the workplace.⁸¹ Businesses can enroll in generalized courses for their employees at six different levels, according to the Common European Framework (CEFR).⁸² Customized courses can be designed for specific industries and professional roles, such as customer service, homecare, and public servants.⁸³ Beginner levels are free, while advanced courses are offered at a cost.⁸⁴ Employers also have access to Catalan language tools and online directories for translation and proofreading, internal document templates, website creation support, and guidelines for including Catalan content on social media networks.

Catalan pairing programs

The Catalonia government funds and promotes volunteer language pairing programs.⁸⁵ Catalan speakers and language learners can sign up to be paired with each other on a volunteer basis. The Catalan speakers and language learners sign up for a ten-week course with at least one hour of practice a week. These pairings are offered online or in-person. There are over 800 businesses registered with the program across multiple industries and sectors.⁸⁶ The program is responsible for over 150,000 pairings to date.

Comerços aprenents

Comerços aprenents is a CPNL-organized program that provides workers in businesses with resources and training to use Catalan when interacting with the public. The program is targeted at employed language learners who do not have time to study Catalan outside of work and would benefit from work-integrated language training. Through the program, language teachers travel to local businesses and work directly with employees, delivering ten 15-minute training sessions that allow workers to learn relevant Catalan for customer interactions and specific vocabulary for the establishment's products.⁸⁷ Sessions take place on-site during work hours, and businesses participating in the program can obtain

⁸⁰ "L'institut [About us]," Institut Ramon Llull (accessed March 13, 2023). <https://www.llull.cat/catala/quisom/quisom.cfm>

⁸¹ "Cursos i sessions formatives [courses and training for companies]," Consorci per a la normalització lingüística (accessed April 3, 2023). <https://www.cpnl.cat/serveis/empreses/cursos-i-sessions-formatives/>

⁸² "The CEFR Levels," Council of Europe, 2023 (accessed April 3, 2023). <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>

⁸³ "Cursos per a sectors professionals [catalan courses for professional sectors]," Consorci per a la normalització lingüística (accessed April 3, 2023). <https://www.cpnl.cat/cursos-de-catala/cursos-per-a-sectors-professionals/>

⁸⁴ "Preus [prices]," Consorci per a la normalització lingüística, (accessed April 3, 2023). <https://www.cpnl.cat/en/cursos-de-catala/preus/>

⁸⁵ "Que es el vxl [What is the VxL?]" Voluntariat per la Llengua (accessed April 3, 2023). <https://www.vxl.cat/que-es-el-vxl>

⁸⁶ "Entitats Col.laboradores [collaborating entities]," Voluntariat per la Llengua (accessed April 3, 2023). <https://www.vxl.cat/entitats>

⁸⁷ "Comerços aprenents [apprentice trades]," Consorci per a la normalització lingüística (accessed April 3, 2023). <https://www.cpnl.cat/xarxa/cnlaltpenedes/foment/comercos-aprenents/>

a certificate certifying their use of Catalan in their operations. The program has been implemented in 23 Catalan cities, and it calls on citizens to support the program by helping language learners practice Catalan, starting with simple phrases.⁸⁸

TERMCAT

The Catalonia government funds the TERMCAT Catalan terminology centre, a public agency created to ensure Catalan nomenclature development, standardization, and implementation.⁸⁹ Its website is available in Catalan, Spanish, Occitan, and English. Its official responsibility is to standardize new Catalan terms, especially as they evolve in specialized sectors. It offers these services to institutions, companies, professional associations, language professionals, and translators or individuals seeking terms for technical, scientific, or humanities fields. Other services include an online library of terms describing their use across various sectors such as agriculture, childcare, and transportation. TERMCAT also offers advice for the implementation of new terms, as well as translation teams. The public can suggest new terms for TERMCAT to assess and standardize.⁹⁰

Basque Autonomous Community (Spain)

Linguistic Context

Basque, or “Euskara,” is a language spoken by approximately 28.4% of Basque Country’s population of 3 million; this includes both fluent (751,527) and passive speakers (434,370).⁹¹ Basque-language speakers reside in three regional communities spread across two national jurisdictions: two communities in Spain, Basque Autonomous Community (BAC) and Navarre; and one community in France, Northern Basque Country. This report focuses on the BAC community in Spain, which has developed significant language policies to promote the use of Basque. In 2021 the population of the Basque Autonomous Community was 2,193,199.⁹²

The Basque language underwent revitalization efforts in the BAC following the end of its active suppression under the Franco dictatorship from 1939-1975. The Spanish Constitution recognized the BAC’s governing authority and Basque as a co-official language along with Spanish in 1978. Although Spanish is the majority language, the BAC government has developed its language policies to focus on Basque language revitalization over the past five decades. In a 2016 survey, over one-third of the population of BAC identified as fluent Basque speakers (33.9%).⁹³ Roughly 47% of the BAC population do not speak Basque.⁹⁴ Spanish-Basque bilingualism is highest among adults under the age of forty.

⁸⁸ Ibid.

⁸⁹ Centre de Terminologia, “Els termes són la base de la ciència,” Departament de Cultura, Generalitat de Catalunya, 2023 (accessed July 3, 2023). <https://www.termcat.cat/ca>

⁹⁰ Centre de Terminologia, “Dossier de normalització,” (accessed April 11, 2023). <https://form.typeform.com/to/cDHsje?typeform-source=termcat.typeform.com>

⁹¹ “Sixth Sociolinguistic Survey: 2016,” Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia Servicio Central de Publicaciones del Gobierno Vasco Donostia-San Sebastian, 1-01010 Vitoria-Gasteiz, Basque Autonomous Community, Department of Culture and Language Policy, 2019 (accessed July 3, 2023).

⁹² “Population of the Basque Country according to relation with activity by provinces and sex. 01/01/2021,” Eustat - Euskal Estatistika Erakundea - Instituto Vasco de Estadistic (accessed July 3, 2023). https://www.eustat.eus/elementos/tbl0011349_i.html

⁹³ “Sixth Sociolinguistic Survey: 2016,” Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia Servicio Central de Publicaciones del Gobierno Vasco Donostia-San Sebastian, 1-01010 Vitoria-Gasteiz, Basque Autonomous Community, Department of Culture and Language Policy, 2019 (accessed July 3, 2023). https://www.euskadi.eus/contenidos/noticia/eas_mas_noticias/en_def/adjuntos/inkesta_EN.pdf

⁹⁴ Ibid.

Current language training framework

The BAC delivers Basque adult language training courses primarily through *Euskaltegi* (Basque Language Schools for Adults), which are part of the Department of Education. These courses are offered to anyone aged 16 or older, from basic to advanced. It is free to enroll in a course after an evaluation to test the level of knowledge in the Basque language. Both public and private institutions offer Basque learning for adults,⁹⁵ including municipal governments and associations such as the AEK,⁹⁶ a region-wide language school which promotes the use of Basque in everyday life.

Government efforts to welcome newcomers and develop language training have developed in response to the growing migrant population in the BAC. Immigrants represented 1.3% of the population in 1998, and now represent 11.5% (253,038) of the population as of 2022.⁹⁷ The national origins of immigrants are Latin America (52%), Magreb (Northern African) (14.5%), European Union (14.2%), Sub-Saharan Africa (7.2%), Asia (6.5%), and others (1%).⁹⁸ Policymakers recognized the role of newcomers to Basque revitalization and developed the *Plan of Action for the Promotion of Basque* (2012), which includes a framework for the inclusion of migrants in its language learning policies.⁹⁹ The plan also provides for categories of identity among Basque speakers, such as *Euskaldun Berria*, who are “new speakers” of Basque.¹⁰⁰

The BAC funds Basque training programs for Basque-language teachers and the Centre of Basque Teaching Resources, which provides pedagogical tools and materials for teachers.¹⁰¹

Programs and Initiatives

Basque Language and Literacy for Adults (HABE)

The Institute for Basque Language and Literacy for Adults (HABE)¹⁰² promotes the literacy and use of Basque among the adult population. The BAC government funds it as an initiative of the Department of Culture and Language Policy. Its mandate includes creating and publishing resources and materials for Basque language learning and implementing adult literacy programmes across various sectors. It provides support for the public and private sectors, including advising businesses and other professional enterprises on how to include Basque in the workplace, and provides certifications of language competencies. Through its website, the HABE provides individuals and teachers with pedagogical resources for self-study or program design.

⁹⁵ Mercator: European Centre on Multilingualism and Language Learning. Basque: The Basque language in education in Spain, 3rd ed (2020) (accessed July 3, 2023). <http://files.eric.ed.gov/fulltext/ED612608.pdf>

⁹⁶ “Teaching of Basque to adults,” Euskal kultur erakundea, Institut culturel Basque (accessed March 13, 2023). https://www.eke.eus/en/partaideak/cat/euskara/hezkuntza-1/helduen_heziketa

⁹⁷ Julia Shershneva, ed., *Zabaldur* #1. Dimensiones desde la desigualdad. Servicio Editorial de la Universidad del País Vasco, 2023. (accessed July 3, 2023). <https://www.ikuspegi.eus/documentos/zabaldur/zabaldur1cas.pdf>

⁹⁸ “Panorámica 84. Población de origen extranjero en la CAE 2022,” Vitoria-Gasteiz: Ikuspegi, 2022 (accessed April 13, 2023). <https://www.ikuspegi.eus/documentos/panoramicas/pan84cas.pdf>

⁹⁹ Anna Augustyniak, “Migrant Learners of Basque as New Speakers: Language Authenticity and Belonging,” *Languages* 6(3) (2021): 1-19 (accessed July 3, 2023). <https://doi.org/10.3390/languages6030116>

¹⁰⁰ Ane Ortega, Jacqueline Urla, Estibaliz Amorrortu, Jone Goirigolzarri, and Belen Uranga. “Linguistic identity among new speakers of Basque,” *International Journal of the Sociology of Language*, (231) (2015): 85-105 (accessed July 3, 2023). <https://doi.org/10.1515/ijsl-2014-0033>

¹⁰¹ Mercator: European Centre on Multilingualism and Language Learning. Basque: The Basque language in education in Spain, 3rd ed (2020) (accessed July 3, 2023). <http://files.eric.ed.gov/fulltext/ED612608.pdf>

¹⁰² “Habe,” Institute for Adult Literacy and Reuskaldunization (accessed March 20, 2023). <https://www.habe.euskadi.eus/inicio>

Kultur Klik

The BAC's Vice Ministry of Culture and Department of Culture and Language Policy hosts Kultur Klik, an interactive virtual website designed to encourage individuals and professionals to engage with the Basque language and culture through multimedia activities and events.¹⁰³ The website advertises literature, performing arts, video games, and design events. The website also provides language-learning resources and workshops for illustration, writing, cinema, and other media in Basque.¹⁰⁴

Bai Euskarari Association (BAI)

The BAI is a network that supports the use of Basque in the workforce.¹⁰⁵ The BAI offers language services to businesses, such as pairing Basque-speaking job candidates with employers. Companies can enroll their employees in a self-diagnostic Basque-language test to identify areas that need improvement.¹⁰⁶ The assessment permits the BAI to tailor their language training services and supports to business needs. Workplaces can obtain a certificate which designates them as partners in promoting the use of Basque as the primary language of work. The association also hosts a job portal, which connects companies to individuals who want to work in Basque.¹⁰⁷

Partnerships with professional sports organizations

The BAC supports multiple initiatives to incorporate Basque into professional life, including funding Basque courses for people working in professional sports.¹⁰⁸ The Union of Basque Sports Federations partners with the Department of Culture and Linguistic Policy to support the use of Basque within its operations. The initiative focuses on providing language training to sports coaches to incorporate Basque into sports activities.

The BAC government has also supported the creation of *Arigunes*, which are protected areas for individuals to practice Basque in a welcoming environment with varying degrees of competency.¹⁰⁹ Organizations and businesses can also sign up to participate in creating Arigunes.¹¹⁰

Mintzanet

Mintzanet is a non-profit government-funded organization that hosts virtual Basque language peer learning activities.¹¹¹ The services are offered to Basque language enthusiasts worldwide. There are two types of users; beginners who want to learn and Basque speakers who act as guides and companions. The pairings engage in conversations online on a regular basis. The goal is overcoming hesitancy, practicing, and gaining confidence in speaking Basque.

¹⁰³ "Kultur Klik," Kultur Klik (accessed April 11, 2023). <https://www.kulturklik.euskadi.eus/inicio/>

¹⁰⁴ "Agenda Kulturklik," Eusko Jaurlaritz - Gobierno Vasco, July 1, 2020 (mobile app, accessed March 13, 2023). <https://play.google.com/store/apps/details?id=com.ejgv.kulturklik&pli=1>

¹⁰⁵ "Auto-diagnostikoa [Self-diagnosis]," Bai Euskarari Elkarte (accessed March 20, 2023). <https://baieuskarari.eus/eu/auto-diagnostikoa>

¹⁰⁶ Ibid.

¹⁰⁷ "In the workplace," Bai Euskarari Elkarte (accessed April 11, 2023). <https://baieuskarari.eus/eu/proiektuak/lansarean>

¹⁰⁸ "Kultura eta Hizkuntza Politika sailak bost kirol federazioren bitartez euskarazko formazioa eta kudeaketa sustatuko ditu [The Department of Culture and Linguistic Policy will promote training and management in Basque through five sports federations]," Euskadi.eus, September 16, 2022 (accessed July 3, 2023). <https://www.euskadi.eus/albiste/2022/kultura-eta-hizkuntza-politika-sailak-bost-kirol-federazioren-bitartez-euskarazko-formazioa-eta-kudeaketa-sustatuko-ditu/web01-a2lingu/eu/>

¹⁰⁹ "Parte-hartzea entitateetan," Euskaraldia, 2018 (accessed March 20, 2023). <https://euskaraldia.eus/ariguneak/>

¹¹⁰ "Etxepare Basque Institute joins Euskaraldia in the role of 'arigune,'" Etxepare Basque Institute, November 17, 2022 (accessed July 3, 2023). <https://www.etxepare.eus/en/etxepare-basque-institute-joins-euskaraldia-in-the-role-of-arigune>

¹¹¹ "What is Mintzanet?" Mintzanet (accessed March 27, 2023). <https://mintzanet.eus/>

Finland

Linguistic Context

Finland has a population of 5.6 million, with the majority (86.5%) of individuals being Finnish speakers.¹¹² There are smaller linguistic communities, such as Swedish speakers, who account for 5.2% of the population and Indigenous Sámi language speakers, who account for approximately 0.04%. In addition to Finnish, Swedish, and Sámi, the official languages are Romani, Finnish Sign Language, and Karelian. Russian, Estonian, Arabic, and English are the top languages spoken apart from the official languages. However, they remain under 2% of the population.

Finland is officially Finnish-Swedish bilingual. Finland's Language Act (2003) grants individuals the right to use both national languages in education, services, government affairs, and the courts.¹¹³ The linguistic makeup of regional divisions dictates whether Finnish or Swedish is used in municipal proceedings.¹¹⁴ The indigenous Sámi linguistic minority in Finland has undergone a slow loss of their languages over the past century. Facing the loss of Sámi culture, efforts at revitalization have involved language planning and policies in key areas: addressing educational legislature, developing teaching materials, expanding a social support network, intergenerational language transmission, cultural production of Sámi linguistic versatility, and outreach efforts to introduce Sámi culture to Finland's population.¹¹⁵

Immigration is a growing factor shaping Finland's linguistic policies. Since the 1990s, Finland has been increasing its immigration targets due partly to an ageing population, low birth rate, and labour shortages.¹¹⁶ Finland received nearly 26,000 to 50,000 immigrants a year between 2011 and 2022.¹¹⁷ The Finnish government has developed language training policies to help new immigrants integrate into the country, as well as general language training programs available to residents who want to learn either Finnish or Swedish.

Finland's Strategy for the *National Languages* (2012) is a government language strategy which aims to promote and protect Finland's status as a bilingual Finnish-Swedish country.¹¹⁸ Finland's Act on the Promotion of Immigrant Integration (2010) supports and promotes the integration of immigrants into Finnish society. The Act provides protections for immigrants' use of their primary language, along with outlining how immigrants can learn Finnish or Swedish, starting with an assessment to determine their need for Swedish or Finnish language training.¹¹⁹

112 "Population and Society," Statistics Finland, April 11, 2022 (accessed July 3, 2023). https://www.tilastokeskus.fi/tup/suoluk/suoluk_vaesto_en.html#Population%20by%20language%20on%2031%20December

113 "Linguistic Rights," Ministry of Justice, Finland (accessed March 13, 2023). <https://oikeusministerio.fi/en/linguistic-rights>

114 Ibid.

115 Ildikó Vančo and Dmitry Anatolyevich Efremov, "Revitalizing Sami through education in Finland," *Yearbook of Finno-Ugric Studies*, 14(4) (2020): 617-627 (accessed July 3, 2023). <https://doi.org/10.35634/2224-9443-2020-14-4-617-627>

116 Paulina Tallroth, "Strategy for the National Languages of Finland," Government Resolution. Prime Minister's Office Finland, December 20, 2012 (accessed April 25, 2023). https://oikeusministerio.fi/documents/1410853/4734397/Kansalliskielistrategia_EN.pdf/2e5f2752-4777-4b96-997f-acf145befe5d

117 Clausnitzer, "Immigration to Finland from 2011 to 2021," Statistics Finland, Statista, May 2022 (accessed July 3, 2023). <https://www.statista.com/statistics/530476/number-of-immigrants-to-finland/>

118 Panu Artemjeff and Vava Lunabba, "Follow-up Indicators for Linguistic Rights," Ministry of Justice, Finland, 2018 (accessed July 3, 2023). https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/161088/OMSO_35_2018_Follow-up_indicators_for_linguistic_rights.pdf?sequence=1&isAllowed=y

119 "Finland: Act on the Promotion of Immigrant Integration," European Website on Integration, December 30, 2010 (accessed July 3, 2023). <https://www.finlex.fi/fi/laki/kaannokset/2010/en20101386.pdf>

Current language training framework

The Finnish government provides government-funded language training courses to newcomers in Finnish and Swedish. Immigrants are informed of Finland's bilingualism and its importance for labour market integration and can choose their language of integration.¹²⁰ The government funds Finnish and Swedish adult language training, which is primarily targeted to immigrants. Additionally, the government funds Sámi language training to maintain and revitalize the usage of Sámi languages.

As part of the strategy to help immigrants integrate into Finnish society, municipalities are tasked with designing their integration programmes based on the individual needs of immigrants within their chosen municipality. These integration services include language training programs, interpretation services, help with job-seeking, as well as social welfare, healthcare, and education.¹²¹ The personalized integration plans involve national, regional, and municipal government support. The reception and organizing centres for immigrants are managed by municipalities and funded by state budgets.¹²² Language training is considered a necessary component of newcomers' labour market integration. Adult education centres and universities are the primary providers of adult language training programs in Finnish and Swedish.¹²³ Courses offered are available for free to residents at various proficiency levels.

Finland's Employment and Economic Development Office offers employment services specifically for linguistic minorities as part of its labour market integration programs.¹²⁴ They also host a career fair for job-seeking international applicants and employers that do not require a high level of Finnish competency. Immigrants with desired skills and qualifications can be placed in jobs where English is more prominent, with the expectation to also enroll in Finnish or Swedish language training.¹²⁵

Programs and Initiatives

Vocational Educational Training (VET)

VET training in Finland is publicly funded and provided to individuals for free.¹²⁶ Among its VET programs, Finland delivers select VET programs that combine second-language acquisition with professional skills training. These programs are designed to provide individuals with the necessary linguistic and professional competencies to participate in a multilingual European labour market.¹²⁷ These specialized VET programs are taught using the Content and Language Integrated Learning (CLIL) method, which focuses on teaching skills development in a second language of instruction. VET-CLIL programs are implemented across Europe as part of the Erasmus+ Programme of the European Union to bolster economic development across Europe.¹²⁸

¹²⁰ "In Finland, you can also use Swedish in integration," Kotoutuminen (accessed April 17, 2023). <https://kotoutuminen.fi/en/integration-in-swedish>

¹²¹ Rolle Alho, "Finland: integration of asylum seekers and refugees in a tightened policy framework," in *Betwixt and between: integrating refugees into the EU labour market*, ed. Béla Galgóczi (Brussels: European Trade Union Institute, 2021): 83-107 (accessed July 3, 2023). <https://www.etui.org/publications/betwixt-and-between-integrating-refugees-eu-labour-market>

¹²² "Act on the Integration of Immigrants and Reception of Asylum Seekers (493/1999; amendments up to 324/2009 included)," Ministry of the Interior, Finland (accessed July 3, 2023). <https://www.finlex.fi/en/laki/kaannokset/1999/en19990493.pdf>

¹²³ "Studying Finnish," InfoFinland, January 3, 2023 (accessed July 3, 2023). <https://www.infofinland.fi/en/finnish-and-swedish/studying-finnish#heading-57591bf0-2f7f-496d-b57f-55b335810848>

¹²⁴ "Work for You," Work for You, 2023 (accessed July 3, 2023). <https://workforyou.fi/en/work-for-you-english/>

¹²⁵ "How about getting a job in Finland?" This is Finland (accessed April 17, 2023). <https://finland.fi/facts-stats-and-info/how-about-getting-a-job-in-finland/>

¹²⁶ "Qualifications and studies in vocational education and training," Department of Education, Government of Finland (accessed April 17, 2023). https://okm.fi/en/qualifications-and-studies_vet

¹²⁷ "VET'S CLIL in Finland," Sedu International Report, February 2019 (accessed April 11, 2023). <https://www.earlall.eu/wp-content/uploads/2019/06/VETsCLIL-NATIONAL-REPORT-Finland-ErasmusKA2-IO1.pdf>

¹²⁸ "Implementing the CLIL-VET model in vocational schools," CLIL-VET (accessed April 11, 2023). <http://www.clil-vet.eu/index.php/en>

English-language VET-CLIL programs are offered in Finland across sectors, including nursing, social work, electrical engineering and automation, and business.¹²⁹ Students must qualify to enter the program by passing language tests: native speakers of Finnish must pass an English test, and native speakers of other languages must pass both the Finnish and English language tests or provide certifications.¹³⁰ The VET-CLIL courses are designed for individuals with at least an intermediate knowledge of Finnish and English and build upon this knowledge with new career-specific vocabulary and content.

Finnishcourses.fi

Finnishcourses.fi¹³¹ is a multilingual (Finnish, English, and Russian) website advertising Finnish and Swedish language courses across three main geographical areas: Helsinki, Turku, and Oulu. The website service is maintained by the City of Helsinki, which works in collaboration with other municipalities, to display courses available across Finland. The website lists in-person and online Swedish and Finnish language acquisition courses. The search engine allows users to filter courses based on location, proficiency level, program cost, method of delivery (online or in-person), duration of the program, and schedule.

Language Cafés

The Tampere City Library and Helmet City libraries host language cafés for participants to speak Finnish. The events are organized as language exchange programs geared towards immigrants and native speakers.¹³² They are designed to encourage language practice and are free of charge. Participants can sign up for the programs by indicating their native language and the language they wish to practice.¹³³

Kotouttamisen Social Impact Bond (KOTO-SIB)

The KOTO-SIB Programme is a workforce integration pilot project targeted towards immigrants and asylum seekers.¹³⁴ The programme was implemented by the Finnish Ministry of Economic Affairs and Employment, in partnership with an impact investment fund, local municipalities and employment service providers. The programme was launched in 2017 to support the integration of migrants into Finnish society by providing them with tailored vocational and language training, to help them find work in high-demand sectors facing shortages in the Finnish labour market.¹³⁵

The KOTO-SIB has four primary objectives: to match 2,500 immigrants with employers needing skilled labour; to facilitate the integration of immigrants into Finnish society through education, training, and employment; to provide vocational and technical training with language acquisition for the workplace; and to fund the project through private equity and public institutions.

The programme partners with employers and service providers to deliver work-integrated training for sectors with the highest demand, such as logistics, hotel and restaurant, construction, financial administration, information technology and manufacturing.

¹²⁹ “Education and Training,” Sedu (accessed April 11, 2023). <https://sedu.fi/frontpage/education-and-training/?lang=en>

¹³⁰ “Vocational Qualification in Social and Health Care Practical Nurse,” Sedu (accessed April 11, 2023). https://sedu.fi/long_course/vocational-qualification-in-social-and-health-care-practical-nurse/

¹³¹ “About the service,” Finnish Course.fi (accessed July 3, 2023). <https://finnishcourses.fi/en/about-the-service>

¹³² “Finnish and Swedish language in Tampere,” InfoFinland, November 16, 2022 (accessed March 20, 2023). <https://www.infofinland.fi/tampere/finnish-and-swedish-language-in-tampere#heading-059614e6-836a-4ad7-b290-4b4955c1b88f>

¹³³ “Language Exchange in Tampere,” MyLanguageExchange.com, 2023 (accessed July 3, 2023). https://www.mylanguageexchange.com/city/Tampere__Finland.asp

¹³⁴ “KOTO-SIB,” Kotouttamisen Social Impact Bond (KOTO-SIB), 2023 (accessed April 13, 2023). <https://kotosib.fi/en/>

¹³⁵ “Integration SIB project,” Ministry of Economic Affairs and Employment (accessed April 12, 2023).: <https://tem.fi/en/integration-sib-project>

The full impact assessment of the programme will be released at a later date, however, preliminary results note that 1700 immigrants have received training and 1100 have gained employment.¹³⁶ A preliminary recommendation from the assessment is to bolster the connections between stakeholders and used an outcomes-based approach to allow greater flexibility and innovation among stakeholders.¹³⁷ This integration initiative is part of the larger Finnish mandate to attract international talent and encourage graduates and researchers to settle in Finland and contribute to its economic growth.

Trade Unions and NGOs Integration Network

The Finnish government uses a multi-stakeholder approach to implement integration programs, including adult language training. A network of trade unions and NGOs in Finland offers wraparound support services for immigrants to help them integrate into the labour market. The trade unions are adapting to the increased linguistic and ethnic diversity of the Finnish workforce and have developed a guide focusing on skills development for multicultural workplaces, including developing language skills.¹³⁸ The guide provides self-assessments for employees and employers to evaluate their workplace and employees' language competencies.¹³⁹ These tools are offered in multiple languages to accommodate Finland's linguistically diverse workforce. Given that some Finnish immigrants enter the workforce with low Finnish proficiency, the trade unions also advocate for accommodations and sensitivities among employers to support their employees in the process of Finnish-language learning.

136 "Kotouttamisen (KOTO) Social Impact Bond," Government Outcomes Lab, Blavatnik School of Government, University of Oxford, January 26, 2022 (accessed July 3, 2023). <https://golab.bsg.ox.ac.uk/knowledge-bank/case-studies/kotouttamisen-koto-social-impact-bond/#intro-the-impact>

137 Ibid.

138 "Moniosaa! Työpaikkaosaamisen kehittämisen malli monikulttuurisille työpaikoille -opas," Työterveyslaitos (accessed March 20, 2023). <https://www.ttl.fi/teemat/tyoelaman-muutos/monimuotoinen-tyoelama/moniosaa-tyopaikkaosaamisen-kehittamisen-malli-monikulttuurisille-tyopaikoille-opas>

139 "Discussion form," Finnish Institute of Occupational Health (accessed March 20, 2023). https://www.ttl.fi/sites/default/files/2021-10/Moniosaa_lomake_ENGLANTI_interaktiivinen.pdf

Discussion

In our review of the language planning and adult language training approaches of the select jurisdictions, we identified multiple priorities that inform governments' language training frameworks. Global migration is a leading priority impacting language training across jurisdictions. With decreasing birth rates, aging populations, and labour shortages, every jurisdiction in this study has language policies that intersect with their immigration priorities and labour market objectives. Each jurisdiction has an adult language training framework targeted to new immigrants, as well as language learners in the labour market.

In the BAC, Catalonia, and Wales, language revitalization is the primary objective in the deployment of adult language training programs. These revitalization efforts extend to language training for adult immigrants in order to incorporate newcomers into the jurisdictions' plans for linguistic revitalization. Other jurisdictions, such as Finland, Ontario, and New Brunswick, have developed language training policies with the integration of immigrants into society and the labour market as a primary objective.

This section highlights the policy approaches and initiatives that best inform language policy and planning in Québec. These approaches are discussed thematically below.

Multi-stakeholder collaboration

Several jurisdictions in this study integrate multi-stakeholder language training frameworks to achieve their language learning objectives. These multi-stakeholder frameworks include collaboration and partnerships with organizations in the public and private sectors, including community organizations, municipalities, and employers, to improve the delivery of language training. Wales, Finland, BAC, Catalonia, and Ontario all deploy multi-stakeholder approaches where the government funds, supports, and consults with municipal agencies and community stakeholders to develop and implement language training programs. This multi-stakeholder model promotes collaboration between the government, the community, and the private sector to expand adult language training beyond the classroom and into the community, workplace, and society at large. This model posits new language acquisition as a collective effort, supported by the government and various institutions.

The Québec government leverages the multi-stakeholder model in the delivery of French-language training programs for immigrants, partnering with post-secondary institutions, language schools, and community organizations to support integration. However, many of these programs are targeted exclusively to immigrants, with less investment in multi-stakeholder programs for Canadian-born language learners. Within the current francisation course offerings, Québec could leverage the multiple community organizations that are already providing front-line services to English-speaking communities across the regions. These organizations are patchwork and subject to regional conditions and unstable funding. However, the Québec government can support these organizations by incorporating them directly into the francisation ecosystem, funding workforce integration language learning programs, and ensuring that teaching materials and resources are readily available to all to address regional disparities.

Language skills assessment

All jurisdictions in this study invest in language skills assessment programs which have varying degrees of accessibility to the public. Assessment programs are important in helping language learners who struggle to self-assess their language skills and can be used by governments to match language learners to training programs that meet their needs.

Ontario's CLARS system assesses learners' English and French language proficiency according to nationally-recognized standards and then directs learners to the appropriate government-funded courses to

improve their language skills. Free assessments and referrals are available to language learners through language centres and community organizations that are located across the province. Wales' language assessment model evaluates different Welsh language skills, including listening, speaking, reading, and writing. This nationwide assessment model allows language training providers to design programs that address knowledge gaps in listening, speaking, reading, and writing, as well as language programs for the labour market.

Immigrants to Québec are required to pass a Test de connaissance du français (TCF) pour le Québec to certify their linguistic qualifications. Québec also has established the *Échelle québécoise des niveaux de compétence en français des personnes immigrantes adultes* (Scale of French language competencies for adult immigrants in Québec), a comprehensive assessment model and reference framework that assesses immigrants' French-language competencies and helps harmonize the government's offer of francization services to immigrants across Québec.¹⁴⁰ The *Échelle* covers four competencies: oral production, oral comprehension, written production, and written comprehension. However, the *Échelle* is designed for immigrant learners, and Québec does not currently have a province-wide language assessment model designed for all types of language learners, including non-immigrants.

Québec should implement a province-wide language assessment and referral model that is accessible to all Quebecers. This model can leverage pre-existing community centres and service providers across the regions to provide assessments and refer learners to appropriate programs. Québec should also introduce certifications of French-language proficiency for all learners and online rapid self-assessment programs to help language learners assess their language competencies on their own. Certifications can help French-language learners in Québec's labour market by providing them with proof of their language proficiency, which can be useful to employers who need to evaluate a candidate's French language skills. Online rapid self-assessments are a low-barrier measure that encourages language learners to track their progress on their own and identify which competencies they need to improve.

Linguistic data collection

Jurisdiction-wide collection of linguistic data allows governments to track the progress and effectiveness of their language training policies and initiatives. In Wales and Catalonia, governments regularly collect linguistic competency data to track the population's speaking, listening, writing, and reading skills to measure the effectiveness of their policies and develop more responsive training programs.

Québec does not currently collect linguistic data on French-language competency levels within the population, limiting its ability to develop targeted language training programs that meet the population's needs. While the Canadian government collects select linguistic data every 5 years through the Census, more regular and granular linguistic data collection is needed at the provincial level.

A government one-stop-shop for information on language training

The primary goal of a centralized hub is to facilitate and coordinate resources in the language training ecosystem, as well as improve the accessibility and findability of information for all stakeholders. Centralizing information on language training provides language learners, as well as providers, employers, teachers, and supporting organizations, with access to the most current and comprehensive information on adult language training in the jurisdiction. The Catalonia government provides a multi-lingual website, *Parla.cat*, with a variety of resources on language learning, including terminology banks, information on language-training programs, and initiatives for stakeholders such as employers and businesses

¹⁴⁰ "Échelle québécoise des niveaux de compétence en français des personnes immigrantes," Direction des affaires publiques et des communications Ministère de l'Immigration et des Communautés, Gouvernement du Québec, 2011 (accessed May 5, 2023). https://cdn-contenu.quebec.ca/cdn-contenu/francisation/MIFI/referentiel/NM_echelle_niveaux_competences.pdf

to participate in the promotion of Catalan. This website functions as a one-stop-shop for all stakeholders interested in increasing the usage of Catalan and directs them to appropriate resources. The National Centre for Learning Welsh similarly has a bilingual (English and Welsh) website, which provides useful information to language learners and employers looking to participate in or support Welsh-language training.

The Québec government has several online resources that provide French-language training information to learners and employers looking to enroll in work-integrated language training. Through its Francization programs, Québec provides pedagogical tools for French-language teachers and self-learners, job-specific French-language training,¹⁴¹ and a list of Québécois cultural media.¹⁴² However, more steps can be taken to improve the comprehensiveness of the resources available online. All information for learners, teachers, and stakeholders should be housed in one central multi-lingual website in order to increase the findability of information on French-language training in Québec. Stakeholders in the French-language training ecosystem include employment counsellors, community organizations, and employers, who play an important role in disseminating language training information and implementing local language training programs. The website languages for Québec's online language hub can be French, English, Spanish, and Arabic, which are the languages most spoken by Québec's French language learners.¹⁴³

Technology-assisted learning

The Welsh government has led the development of language policies that intersect with digitization and new language technologies. Its Welsh Language Technology Action Plan is a comprehensive strategy that aims to leverage technological innovations for language learning and language revitalization. The plan includes the establishment of digital infrastructures that facilitate the learning and use of Welsh. Through its Learn Welsh initiative, the Welsh government also provides digital resources, virtual courses for self-learners to practice and improve their Welsh, and over 100 hours of digital Welsh learning units.

Currently, Québec does not have a technology strategy for French-language learning. The Québec government has previously made significant investments to improve the technology infrastructure for other key priorities such as health and social services¹⁴⁴ and environmental technologies.¹⁴⁵ This focus on technology infrastructure can be extended to develop a Québec technology action plan for French-language training with the goal of improving digital French-language training programs, increasing digital literacy, and expanding high-speed internet access across Québec, particularly in rural and remote communities. Additionally, a comprehensive technology action plan should prioritize the development of French-language learning software and learning platforms that can make French-language training ubiquitous and widely accessible.

141 “Références francisation,” Ministère de l’Immigration, de la Francisation et de l’Intégration, Gouvernement du Québec, 2022 (accessed May 9, 2023). https://referencessfrancisation.immigration-quebec.gouv.qc.ca/moodle_ref/

142 “Médias et produits culturels québécois de langue françaises,” Ministère de l’Immigration, de la Francisation et de l’Intégration, Gouvernement du Québec, novembre 2022 (accessed May 5, 2023). https://cdn-contenu.quebec.ca/cdn-contenu/francisation/MIFI/Apprendre_le_francais/Webographie_Media_20221219.pdf

143 “Census Profile. 2021 Census of Population (table),” Statistics Canada Catalogue no. 98-316-X2021001, Statistics Canada, Ottawa, March 29, 2023 (accessed April 25, 2023). <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>

144 “Investissements de 951 millions \$ sur trois ans - Un plan pour une modernisation technologique de notre système de santé et de services sociaux,” Gouvernement du Québec, mai 18, 2022 (accessed April 26, 2023). <https://www.quebec.ca/nouvelles/actualites/details/investissements-de-951-millions-sur-trois-ans-un-plan-pour-une-modernisation-technologique-de-notre-systeme-de-sante-et-de-services-sociaux-40416>

145 “Plan d’action pour la croissance et les technologies propres 2018-2023,” Gouvernement du Québec, novembre 21, 2019 (accessed April 26, 2023). <https://www.quebec.ca/gouvernement/ministere/economie/publications/plan-daction-pour-la-croissance-et-les-technologies-propres-2018-2023>

Informal and volunteer-based language training opportunities

In order to achieve fluency in a target language, language learners must move beyond the classroom. Several jurisdictions in this report promote volunteer-based mentoring and pairing programs that provide language training. To supplement these programs, jurisdictions such as the BAC, Wales, and Finland also fund and promote other informal learning options such as workshops, cultural activities, and community events that are specifically targeted at language learners.

Informal language training settings can encourage hesitant language learners to practice their language skills in a non-classroom environment and help language learners to navigate various social and professional contexts.

Québec currently funds the delivery of informal and volunteer language learning opportunities, which are primarily targeted at newcomers. Programs such as intercultural twinnings, French conversation groups¹⁴⁶ and workshops on Québécois expressions and culture are offered across the province,¹⁴⁷ usually in the context of francization for immigrants.

However, Québec does not currently have a comprehensive framework or dedicated fund that supports informal and volunteer French-language training programs for all types of language learners in Québec. Such a framework would be beneficial in Québec and can be implemented in partnership with community organizations, schools, and libraries to ensure the accessibility of programs. Informal and volunteer French-language training programs are also an opportunity for citizen engagement by leveraging the province's 7 million French speakers to include them in the joint project of strengthening French-language learning and making Québec the best place to learn French.

Private sector and workforce-oriented language training

In Ontario, Wales, and Finland, governments fund workforce-oriented language training programs to improve language learners' proficiency while increasing their employability and providing them with sector-specific language training. The Ontario Bridge Training Program helps immigrant language learners obtain a certificate or license to practice a profession or trade while improving their language skills. Similarly, New Brunswick's Internationally Trained Workers program supports workers with previous professional experience and provides them with language and professional training to help them enter the labour market. The Work Welsh initiative (Wales), the Bai Euskarari Association (BAC), and KOTO-SIB (Finland) are all initiatives for workforce language training that reflect the concept of collective responsibility by the government and employers to achieve linguistic goals.

Bridging programs also deserve special attention. They are avenues for skilled talent to overcome language barriers and find meaningful work. While Québec funds workforce-oriented French-language training programs, more bridging programs are needed that integrate professional skills and language training as dual objectives while providing pathways for language learners to enter French-language workplaces. Bridging programs specifically designed for graduates from English-language vocational schools, colleges, CEGEPS, and universities are particularly important, and would help Québec retain its highly educated workforce.

¹⁴⁶ "French Conversation Group," L'Accueil aux immigrants de l'Est de Montréal (AIEM) (accessed April 20, 2023). <https://aiemont.com/en/francization/french-conversation-group>

¹⁴⁷ "Activités pour les groupes en francisation," Bibliothèque et Archives nationales du Québec, (accessed April 20, 2023). <https://www.banq.qc.ca/notre-institution/grande-bibliotheque/activites-pour-les-groupes-en-francisation/>

Recommendations

In this report, we examined the adult language training frameworks of six national and international jurisdictions to develop a better understanding of effective adult language training and policies, particularly in the context of labour market integration. While the surveyed jurisdictions have diverse linguistic priorities, they share some intersecting objectives. These objectives include the labour market integration of immigrants, revitalization and protection of minority languages, and addressing labour shortages in an increasingly globalized labour market. These approaches to adult language training for workforce integration offer models to apply in the Québec context.

Based on this survey, we make the following recommendations with the goal of contributing to the improvement of Québec's adult French-language training ecosystem:

- 1. Establish a province-wide network of French-language assessment and referral centres to provide free and affordable assessments for all Québec residents in partnership with community organizations, schools, and language centres.**
- 2. Regularly collect and publish linguistic data in Québec in order to track French-language competency levels.**
 - Data collection should include speaking, listening, writing, and reading competency level changes across the population.
- 3. Create volunteer language training programs to match language learners with fluent French language speakers.**
 - Fund formal and informal language-learning programs, including book clubs, conversation circles, and cultural events.
 - Develop multi-level volunteer-based programs to accommodate learners with different levels of proficiency.
- 4. Leverage the private sector to increase workforce-oriented French-language training.**
 - Establish bridging programs that combine language training and work experience to help language learners transition into the labour market.
 - Develop programs to support linguistic minorities with previous professional experience in transitioning directly into their professional field.
- 5. Increase collaboration between the government, the community sector, and the private sector to expand the provision of adult French-language training programs.**
- 6. Improve the francisation website by enhancing its usability, navigation, and comprehensiveness as a one-stop-shop online government platform that provides all resources and information related to adult French-language training in Québec.**
 - The platform should provide diverse learning resources for all stakeholders, with sections dedicated to different stakeholder groups, including employers, volunteers, employment services providers, language training providers, teachers, and learners.

- The platform should direct learners toward language assessments and provide up-to-date information on French-language training programs.
- Information on French-language training should be made available in multiple languages to increase accessibility for linguistic minorities.

7. Develop and implement a strategy to better leverage technology to improve learner outcomes.

- Increase production of and access to online French-language training content.
- Invest in learning technologies to facilitate autonomous learning.
- Improve digital literacy among all Quebecers.

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