

## SYMPOSIUM

organized in the framework of the annual conference 'Pathways  
to Prosperity'

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# Developing immigrants' literacy and essential skills

Research design and challenges



Presented by:  
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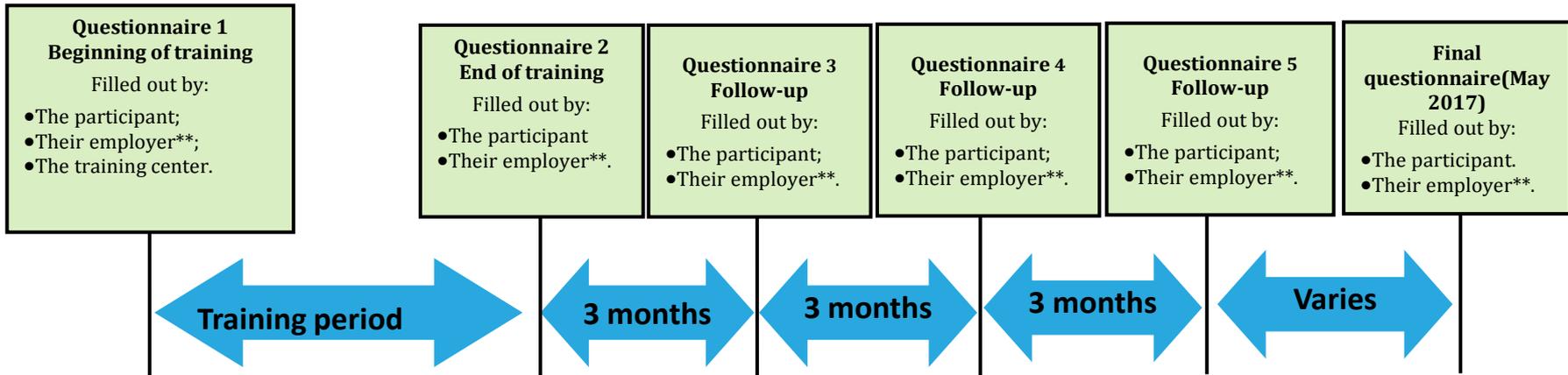
# Research design

- Research was conducted between summer 2013 and summer 2017.
- Six provinces were analyzed: Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba and British Columbia .
- Seven literacy and essential skills (LES) categories :
  - Francization (Beginner);
  - Francization (Intermediate);
  - Francization (Advanced);
  - English as a Second Language (Beginner);
  - English as a Second Language (Intermediate);
  - English as a Second Language (Advanced); and
  - Computing (Beginner).
- Four immigrant participant groups:
  - Unemployed—Pursued training;
  - Unemployed—Not in training (a control group);
  - Employed—Pursued training; and
  - Employed—Not in training (another control group).

# Questionnaires

- Four questionnaires:
  - *Participants in training*
    - Questions on the type of training followed
    - Socio-economic questions (e.g., gender, marital status, labour force status, etc)
    - Questionnaire at the beginning of the training
    - Follow-up questionnaires every three months
  - *Participants in the control groups*
    - Socio-economic questions (e.g., gender, marital status, labour force status, etc)
    - Every three months
  - *Training centers*
    - To estimate the cost of providing training (once)
  - *Employers*
    - To assess the work performance of the participants (productivity etc.)
    - Every three months

# Schedule for filling in the questionnaires



\* If the participant is not in training, the first questionnaire corresponds to Questionnaire 2 of the participants in training.

\*\* If the participant is employed

# Research challenges

- Ensuring a large enough sample size of participants that reflect the francophone immigrant community. For example:
  - Not only men
  - Not only elderly immigrants
  - Not only immigrants that have strong language skills
- Ensuring that each targeted province is adequately represented in each of the four groups followed
- Regularly monitor immigrant participants and employers to ensure adequate retention rates.
- Ensuring that the participants in the control groups are similar to the participants who pursue training. For example,
  - Individuals in the control groups should require as much training as those who are pursuing training.
  - Issue: non-random assignment of individuals across the groups pursuing training and the control groups (ethical issue).

# Actions interculturelles

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*We are at your disposal should you need addition information.*  
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