



## Educational Implications

- The only real citizenship education occurs in academics. What is happening in the immigrant programs is more on how to fill out forms and how to get through the application process.
- The nature of the test encouraged rote memorization.
- Regional emphases were no longer feasible because a national test cannot incorporate regional diversity.
- There was an increase in formal evaluation as most programs introduced mock exams at the end of the course.
- It was difficult for participants to see the value in open-ended discussions about citizenship when they knew they were only required to write a multiple-choice test.
- The LINC (Language Instruction for Newcomers to Canada) classes, which was meant to help newcomers become oriented to Canadian way of life, became more of instruction in ‘Survival English’
- Due to the diversity and multicultural nature of the classes, it became necessary to incorporate cultural diversity into the curriculum.

## Immigrants Expectations of Citizenship

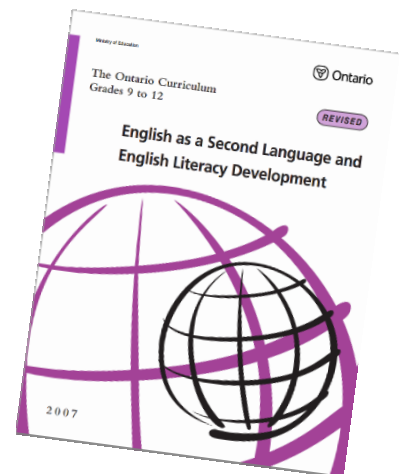
- Dedication to the improvement of the country.
- Knowledge about the economy of the country.
- Knowledge about multiculturalism.
- Knowledge about the geography and political structure of the country.



## PART III – CITIZENSHIP EDUCATION IN SCHOOLS

### Public School Curricula

- Three strands to the Ontario ESL/ELD program: Knowledge about Canada, Canadian Citizenship, and Canadian Diversity.
- Knowledge about Canada progresses from simple, surface knowledge (geography, peoples, and holidays) to complex knowledge (international relations and engagement, trade).
- Canadian Citizenship progresses from simple school rules of acceptance and behaviour to complex ideas of understanding Canadian law and how it protects people.
- Canadian Diversity immediately identifies sometimes persecuted groups (visible minorities, LGBTQ people, and persons with intellectual or physical disabilities) as part of the Canadian family, and progresses toward advocating for them.



### References:

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- Westheimer, J. (2008). *What kind of citizen? Democratic dialogues in education*. Canada, 48(3), 6. 6-10. retrieved from [www.cea-ace.ca/sites/default/files/EdCan-2008-v48-n3-Westheimer.pdf](http://www.cea-ace.ca/sites/default/files/EdCan-2008-v48-n3-Westheimer.pdf)