# **Considerations when planning access to language training**

## **Legislative and policy requirements**

Employees who have been appointed on a non-imperative basis to a bilingual position with the agreement to become bilingual within two years in accordance with the [Public Service Official Languages Exclusion Approval Order](https://www.canada.ca/en/public-service-commission/services/public-service-hiring-guides/public-service-official-languages-exclusion-approval-order.html) (PSOLEAO).

How to ensure equitable access in language training

### Employment equity

* Representation of employment equity groups

### Succession planning

* Need for future bilingual capacity
* Need to develop the bilingual capacity of feeder groups

### Ready for advancement

* Level of bilingualism of employees who are ready for advancement

### Career development

* Potential for language training early in the employee’s career

### Costs

* Plan for cost of language training
* Plan for cost of replacing the employee during language training

### Operational impacts

* Determine the capacity of the organization to absorb the workload while the employee is away on training

### Learner’s efforts

* Consider the initiative taken by the employee to use self-directed language learning resources (such as the Mauril application and courses offered by the Canada School of Public Service)

### Training style

* Consider the type of language training that best meets the employee’s needs, including accommodation measures