

# **Bow Valley Adult Learner Needs Assessment**

**Education and Language Learning Needs**

March 2017



## ACKNOWLEDGEMENTS

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## EXECUTIVE SUMMARY

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The Bow Valley Learner Needs Assessment (BVLNA) was initiated by the Bow Valley Immigration Partnership, Bow Valley Learning Council and Bow Valley College in response to identified learning gaps that, in part, affect the ability of vulnerable adults to stay, prosper and contribute to the community. Therefore, the overall purpose of this study was to identify existing needs in education-related services for English language learners, literacy learners and underemployed adults (including foreign-trained adults) living in the Bow Valley (Lake Louise, Banff, Canmore, the Hamlets of Lac des Arcs, Dead Man's Flats, Exshaw and Harvie Heights, Kananaskis and the Stoney Nakoda First Nation at Morley).

Data for the BVLNA were collected from a number of stakeholder groups including: (a) 378 adult learners (foreign-born and Canadian-born Indigenous and non-Indigenous adults) via one-on-one interview, self-administered survey and/or focus group; (b) 15 key informants; (c) eight adult educators; and (d) two individuals with extensive knowledge of and experience with the Bow Valley labour market.

The average age of the adult learners who took part in the needs assessment was 33.8 years. The majority of the foreign-born learners had moved directly from their country of birth to the Bow Valley and were Permanent Residents. Both foreign- and Canadian-born non-Indigenous learners reported higher levels of education than did Indigenous study participants. While the overall majority of adult learners were employed fulltime (30 hours or more per week), the reported rate of unemployment among Indigenous learners was considerably higher than among both non-Indigenous and foreign-born participants. Based on the National Occupational Classification system, jobs currently held by the adult learners were, in general, at a lower skill level than the jobs they held prior to moving to Canada and/or the Bow Valley.

The BVLNA identified the need to address:

- English language training for foreign-born as well as French-speaking Canadian learners
- conflicting work and program schedules that can significantly limit adult learners' access to learning opportunities
- lack of employer support for employees' participation in learning opportunities
- community awareness (learners, employer, etc.) of current and upcoming programming in the Bow Valley.

As well, the adult learners identified a number of courses or training that they would like offered in the Bow Valley (e.g., accounting or finance-related courses, management skills training and computer/technology training) and logistical needs such as transportation and childcare. The supports adult learners felt they needed in order to stay in the Bow Valley and be successful were affordable accommodation or housing, financial support and a support system (family, friends, community).

Based on the information provided by the adult learners, service providers and educators who participated in the BVLNA, the following recommendations were put forward for consideration:

1. In order to address the issue of conflicting work and course schedules, it will be necessary to be creative and flexible regarding where and when training is offered. For example, training could be coordinated with large employers in the Bow Valley to hold training on-site. This would not only increase workers' access to training, but result in less time lost on-the-job due to travel.
2. Collaborate with local businesses and industry (e.g., the hospitality sector, construction) to identify intermediate and long-term staffing needs. Learning opportunities could then be developed and offered accordingly. For example, it might be possible to collaborate with postsecondary institutions, such as SAIT, to increase access to affordable certificate and diploma career-related programs in the Bow Valley. Employers who benefit most from such programs could help fund them.
3. Employers need to be made more aware of the types of learning opportunities available to adult learners and the importance of their workers' participation in these opportunities in terms of costs (e.g., staffing/scheduling issues, time away from work) and benefits which include a more well-trained, productive workforce.
4. Depending on the availability of resources (funding and educators), as well as sufficient interest and enrollment on the part of adult learners, the possibility of running the same course at different times of the day or days of the week concurrently should be explored.
5. When courses are offered is most important to adult learners. Demands of work and family make it difficult for many to participate in learning opportunities. Therefore, the possibility of running more courses during the shoulder season or year-round, without a break over the summer, should be considered.
6. It is suggested that service providers partner with on-reserve educators to offer education courses and training in Morley. It is anticipated that this would address, at least in part, the need for transportation as well as ensure access to learning opportunities for all community members. Training could include, for example, basic upgrading and essential skill development for adult learners.
7. A workplace communication program, based on Bow Valley Colleges' Workplace Communication for Rural Immigrants, should be considered. This program would be open to all English language learners including French-speaking Canadians and Temporary Foreign Workers.
8. Cost was identified as a significant barrier to accessing learning opportunities. Therefore, English language classes should be available free of charge to all adult learners including French-speaking Canadians and Temporary Foreign Workers. Financial support, in the form of bursaries, employer assistance, etc., could help alleviate the cost of courses (tuition fees).
9. The possibility of reimbursing tuition fees, in whole or in part, upon completion of a course of study is suggested. This would help subsidize the costs incurred by adult learners for transportation, childcare, etc.

## 1.0 INTRODUCTION

A needs assessment is defined as a systematic process used to study the “state of knowledge, interest, or attitude of a defined audience or group involving a particular subject” (McCawley, 2009). It provides information about “what has already been done” and what gaps in service still remain. Therefore, needs assessments: (1) determine what products and services are needed; and (2) ensure that those products and services are more accessible, acceptable and useful.

Needs assessments can be implemented at the individual, organizational and societal levels (Academica Group, 2012). The study presented in this report was designed to better understand community learning needs within the Bow Valley Corridor (societal level). Therefore, the overall purpose of the Bow Valley Learner Needs Assessment (BVLNA) was to identify gaps in education-related services for English language learners, literacy learners and underemployed adults (including foreign-trained adults) living in the Bow Valley. More specifically, the objectives of the needs assessment were:

1. To describe the English language learners, literacy learners and underemployed adults living in the Bow Valley.
2. To determine the types and levels of support adult learners need in order to access programs/services in the Bow Valley.
3. To identify gaps in current services/programs for adult learners in the Bow Valley.

This report describes the activities and findings of the Bow Valley Learner Needs Assessment. This section of the report provides a brief background to the study including an overview of the key partnering agencies involved in the development and implementation of the BVLNA and a profile of the communities located in the Bow Valley.

### 1.1 Key Project Partners

The Bow Valley Learner Needs Assessment was initiated by Bow Valley College, Bow Valley Immigration Partnership and Bow Valley Learning Council in response to identified learning gaps that, in part, affect the ability of vulnerable adults to stay, prosper and contribute to the community. Representatives from these three agencies comprised the Needs Assessment Advisory Group. Following is a brief description of each of the partnering agencies:

#### 1.1.1 Bow Valley College

While Bow Valley College’s primary campus is located in Calgary, it is committed to providing services and programs to learners throughout southern Alberta with regional campuses located in seven communities including Canmore and Banff. The programs offered are described on the College’s website as “relevant, leading-edge, flexible,” and focused on learners’ needs (BVC, nd). They lead to careers in health and wellness, justice, human services, technology and business. Bow Valley College also offers English language learning/LINC and academic upgrading programs in addition to a variety of continuing education courses.

Learners can enrol in a two-year diploma (Business Administration Diploma) or a one-year certificate program (Hospital Unit Clerk Certificate). As well, High School upgrading courses (Grade 10 to Grade 12 English Language Arts, Mathematics, Sciences and Social Sciences) are offered in Canmore. Students have the choice of two learning options: (a) *FlexClass* which is a one-on-one, self-directed, instructor-led upgrading program; or (b) *Anytime Online* with tutorial and learning support available at the Canmore



Campus from September through June. LINC (Language Instruction for Newcomers to Canada) classes are offered at the Banff Campus. These 10-week, part-time classes are provided for Permanent Residents and convention refugees. Each class focuses on all areas (listening, speaking, reading, writing) and gives students the language skills they need to live, work and study in Canada.

The Canmore Campus is also frequently used as a testing centre for various post-secondary institution students.

### **1.1.2 Bow Valley Immigration Partnership**

The Bow Valley Immigration Partnership is a “collaborative, community initiative dedicated to building a welcoming and inclusive community and improving immigrant settlement and integration outcomes in the Bow Valley” (BVIP, nd). The coalition accomplishes this by:

- maintaining a multi-sectoral council to integrate newcomer needs into community planning;
- engaging mainstream community and service providers in the active inclusion of newcomers;
- strengthening local capacity to integrate and retain newcomers;
- increasing knowledge about newcomers, their needs, and strategies to support them;
- increasing the economic, social, political and civic participation of newcomers; and
- promoting welcoming attitudes.

As one of many Local Immigration Partnerships in Alberta, the Bow Valley Immigration Partnership operates in collaboration with settlement and mainstream service providers, municipalities, employer associations, health organizations, ethno-cultural groups, educational institutions and other partners to develop and implement strategies that create more welcoming communities (Pathways to Prosperity: Canada, nd). Based on the 2014 Integration Assessment, several priority areas were identified by the coalition for 2015-2018 including employment and education and language learning (BVIP, 2015).

### **1.1.3 Bow Valley Learning Council**

The Council, which is committed to the principle of ‘lifelong learning,’ coordinates and promotes a “comprehensive and cost-effective program of learning opportunities and experiences” for adults living in the Bow Valley (Bow Valley Learning Council, nd). Therefore, the Council’s mandate is to ensure that part-time, non-formal programming is available in the areas of literacy, numeracy, English language learning, and basic computer and life skills.

Currently, a variety of courses are offered by the Bow Valley Learning Council including basic literacy, family literacy, financial literacy and French. Of particular relevance to the Bow Valley Learner Needs Assessment are the courses that provide adult learners with English language learning and computer and employment skills training. As well, the Bow Valley Learning Council and local libraries host the Bow Valley Literacy Program. Since 1987, literacy learners have had the opportunity to improve reading, writing and oral English skills with the help of volunteer literacy tutors.

## **1.2 The Bow Valley Corridor**

The Bow Valley Corridor is located along the upper Bow River in Southern Alberta. Located within the Corridor are, from east to west, the Stoney 142, 143, 144 Indian Reserve, Kananaskis Improvement District, the Municipal District of Bighorn No. 8 (Hamlets of Lac des Arcs, Dead Man’s Flats, Exshaw and Harvie Heights), Canmore, Banff and Lake Louise (Improvement District No. 9 Banff). The following descriptions are primarily based on: (a) *Census Profiles, 2011 Census* (Statistics Canada, 2012); and (b)



*National Household Survey (NHS) Profiles, 2011 National Health Survey (Statistics Canada, 2013).* The data presented below are summarized at the end of this section of the report in Table 1.

### **1.2.1 Stoney Nakoda First Nation**

The original land allocated to the Stoney Indian Reserve is adjacent to the Rocky Mountains and is commonly referred to as the Morley Reserve.<sup>1</sup> The Reserve, which is the third largest in Canada, is home to the Bears paw, Chiniki and Wesley Stoney Nakoda First Nations. According to 2011 Census data, the Reserve covers an area of 445.7 square kilometers (km<sup>2</sup>) and has a population of 3,494 including the settlement of Morley. At the time the Census was conducted:

- the median age of the community was 21.5 years;
- an overwhelming majority of community members self-identified as First Nations (98.6%);
- the most frequently reported first languages (mother tongue) were Stoney (64.0%) and English (31.0%);
- the language spoken most often at home was English (49.6%) closely followed by Stoney (47.5%);
- 63.8% of community members 15 years and older had not earned a high school diploma or equivalent or, in fact, any certificate, diploma or degree;
- of those in the labour force, the majority (62.1%) were employed; and
- the median household income was \$30,080.

Information about place of birth, citizenship and immigration status was suppressed by Statistics Canada for reasons related to data quality and confidentiality.

### **1.2.2 Kananaskis**

The Kananaskis Improvement District covers 6,787.3 km<sup>2</sup> on the south side of the Bow Valley Corridor in the foothills and front ranges of the Rocky Mountains. Its' purpose is to provide services and municipal government to the residents of Kananaskis Country (a park system) as well as to work with and provide feedback to the provincial government with respect to land use and resource management. Kananaskis Village is an unincorporated resort locality located within the Improvement District. The population of the Improvement District was 249 in 2011. As well, the 2011 Census reported that:

- the median age of the residents was 29.3 years; and
- English was the first language of the majority (83.3%) of community members as well as the language spoken most often at home (95.8%).

Additional information about the Kananaskis Improvement District was suppressed by Statistics Canada for 'data quality or confidentiality reasons.'

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<sup>1</sup> Two smaller satellite Reserves were established during the 1900s; one located approximately 265 kilometers north-west of Morley (Big Horn Reserve) and one approximately 120 kilometers south of Morley (Eden Valley Reserve).

### **1.2.3 Municipal District of Bighorn No. 8**

Two distinct areas comprise the Municipal District (MD) of Bighorn: Bow Corridor area and Ranchlands area. A total population of 1,341 lived within the 2,762 km<sup>2</sup> Municipal District in 2011. Four hamlets are located within the MD: (a) Lac des Arcs, which was originally developed in the 1960s as a seasonal 'cottage' community, had a population of 144 in 2011; (b) Dead Man's Flats was developed in 1992 as, primarily, a commercial service centre and rest stop (population 121 in 2011); (c) Exshaw, which is approximately 15 km east of Canmore, had a population of 362 in 2011; and (d) with a population of 175 in 2011, Harvie Heights is located just outside the east gate of Banff National Park and four km west of Canmore. Exshaw is the largest hamlet within the Municipal District of Bighorn and was established in the early 1900s as a company settlement for workers in the mining extraction and processing industry. According to the 2011 Census:

- the median age of people living within the Municipal District was 46.3 years; and
- for the majority of community members, the first language (86.4%) and the language spoken most often at home (94.3%) was English.

Additional information was not available from Statistics Canada due to 'data quality or confidentiality reasons.'

### **1.2.4 Canmore**

Canmore was incorporated in 1966 and is the ninth largest town in Alberta. The first coal mine opened in 1927 and mining drove the town's economy until 1979 when the last mine closed. The 1988 Olympics revived the economy which currently depends on income from tourism and construction. Canmore's population of 12,288 (in 2011) lives on 69.4 km<sup>2</sup> of land outside the east gate of Banff National Park. Based on 2011 Census data:

- the median age of the population was 39.9 years;
- 60 residents (0.5%) self-identified as First Nations and 185 (1.5%) as Métis;
- the most frequently reported first language (83.9%) and language spoken most often at home (93.5%) was English;
- a slightly higher percentage of Canadian-born residents were born in a province or territory other than Alberta (55.2%);
- 2,000 individuals (16.7%) were immigrants and an additional 345 (2.9%) were non-permanent residents;
- most frequently, immigrants living in Canmore were born in the United Kingdom (30.5%) followed by the United States (11.0%);
- 68.8% of community members had earned a postsecondary certificate, diploma or degree compared to 9.8% who had not;
- of those in the labour force, 93.6% were employed; and
- the median household income was \$85,579.

The Town of Canmore 2014 Municipal Census provided a further breakdown of the population: 77.1% were permanent and 22.9% non-permanent residents (persons who occasionally reside in Canmore but whose permanent address is elsewhere) (Town of Canmore, 2015).

### **1.2.5 Banff**

The Town of Banff is the second largest community within the Bow Valley Corridor and the first municipality to incorporate within a Canadian national park in 1990. In 2011, 7,584 residents lived within the 4.8 km<sup>2</sup> townsite. Although tourism is the town's primary source of economy, the amount of space allocated to commercial development is limited by the federal government and all commercial activities must comply with the purposes of the town as per the terms of the Banff Incorporation Agreement. At the time the 2011 Census was conducted:

- the median age of the population was 31.8 years;
- 50 residents self-identified as First Nations (0.8%) and 130 as Métis (2.1%);
- English was both the first language of (72.0%) and the language spoken at home (84.2%) by the majority of community members;
- more Canadian-born residents were born in a province or territory other than Alberta (59.0%);
- immigrant residents were born most frequently in the Philippines (26.7%) and Japan (18.8%);
- 1,705 community members (27.3%) were immigrants and an additional 470 (7.5%) were non-permanent residents;
- similar to Canmore, 66.3% of community members had earned a postsecondary certificate, diploma or degree compared to 6.8% who had not;
- 94.8% of those in the labour force were employed; and
- the median household income was \$75,143.

According to the Town of Banff 2014 Municipal Census results, 89.7% were permanent and an additional 10.3% were non-permanent (someone who was employed in Banff more than 30 days in 2014 but has a residence elsewhere). (Town of Banff, 2014).

### **1.2.6 Lake Louise**

Lake Louise, which is an unincorporated hamlet, is approximately 51 km west of Banff close to the Alberta/British Columbia border. Established in 1890 as a station along the Canadian Pacific Railway route, it has become an international tourist destination. Lake Louise is located within Improvement District 9 Banff which covers an area of 6,787.3 km<sup>2</sup>. The 2011 Census reported that the population as well as the following information:

- the median age was 27.7 years;
- the majority of residents' first language was English (69.0%) as well as the language they most spoke most often at home (86.4%);
- 65.6% of non-immigrant community members were not born in Alberta;

- only 6.5% of the residents were immigrants;
- of those who completed a census, 73.3% had earned a postsecondary certificate, diploma or degree;
- 94.8% of the population was employed.

Information about household income was withheld by Statistics Canada to meet confidentiality requirements of the *Statistics Act*.

**Table 1: Summary Profile of the Bow Valley Corridor Communities**

Characteristic	Stoney Nakoda FN	Kananaskis ID	MD of Bighorn	Canmore	Banff	Lake Louise (ID 9 Banff)
Population, 2011 (2016)	3,494 (3,713)	249 (221)	1,341 (1,334)	12,288 (13,992)	7,584 (7,851)	1,175 (1,028)
Median Age	21.5 years	29.3 years	46.3 years	39.9 years	31.8 years	27.7 years
Gender						
•Female	50.6%	41.2%	47.2%	49.8%	48.8%	45.1%
•Male	49.4%	58.8%	52.8%	50.2%	51.2%	54.9%
Aboriginal Identity	98.6% FN	∅	∅	0.5% FN 1.5% Métis	0.8% FN 2.1% Métis	0
First Language	64.0% Stoney 31.0% English	83.3% English 6.3% French	86.4% English 4.2% French	93.5% English 5.5% French	72.0% English 8.6% Japanese	69.0% English 4.9% French
Language Spoken at Home	49.6% English 47.5% Stoney	95.8% English 2.1% Tagalog	94.3% English 2.7% French	93.5% English 2.8% French	84.2% English 4.9% Japanese	86.4% English 2.3% French
Place of Birth						
•Non-immigrant	∅	∅	∅	44.8% AB 55.2% Other	41.0% AB 59.0% Other	34.5% AB 65.5% Other
•Immigrant	∅	∅	∅	30.5% UK 11.0% USA	26.7% Philippines 18.8% Japan	0
Citizenship						
•Citizen	∅	∅	∅	91.7%	76.9%	100%
•Non-citizen	∅	∅	∅	8.3%	23.1%	0
Immigrant Status						
•Non-immigrant	∅	∅	∅	80.4%	65.2%	93.5%
•Immigrant	∅	∅	∅	16.7%	27.3%	6.5%
•Non-permanent resident	∅	∅	∅	2.9%	7.5%	0
Education						
•No certificate, etc.	63.8%	∅	∅	9.8%	6.8%	0
•High school	1.6%	∅	∅	21.3%	2.7%	0
•Post-secondary	20.3%	∅	∅	68.8%	66.3%	73.3%
Employment Status						
•Employment rate	62.1%	∅	∅	93.6%	94.8%	100%
•Unemployment rate	37.9%	∅	∅	6.4%	5.2%	0
Individual Income						
•Median	\$10,510	∅	∅	\$40,103	\$34,448	∅
•Average	\$14,595	∅	∅	\$60,104	\$40,394	∅
Household Income						
•Median	\$30,080	∅	∅	\$85,579	\$75,143	∅
•Average	\$38,422	∅	∅	\$114,349	\$84,586	∅

∅ – Data suppressed by Statistics Canada for data quality or confidentiality reasons or to meet confidentiality requirements of the *Statistics Act*.

## **2.0 METHODOLOGY**

The methodologies used to collect and analyze the needs assessment data are presented in this section of the report. The limitations of the study (data and findings) are also discussed.

### **2.1 Data Collector Training Workshop**

Three data collectors were hired near the end of June 2016 to administer the Adult Learner Survey. One of them spoke Tagalog and another was a member of the Stoney Nakoda First Nation. A half-day training workshop was held on July 18, 2016 with the data collectors. The workshop provided the data collectors with information on conducting one-on-one interviews as well as their role and responsibilities during the focus groups. The Adult Learner Survey questions were reviewed and then each data collector was paired with and 'interviewed' a member of the Needs Assessment Advisory Group. Questions about the administration of the survey/interview guide were discussed as were issues related to research ethics and confidentiality. A member of the Settlements Services in the Bow Valley team lead a discussion that focused on cultural awareness and collecting information from Foreign-born respondents.

### **2.2 Data Collection**

A number of qualitative methods were used to assess the education-related needs of adult learners including document/literature review, key informant interviews, adult educator surveys, adult learner surveys and focus groups and labour market surveys. These methods, which are described in more detail below, were linked to specific study objectives and questions in a detailed work plan. It should be noted that all respondents were screened to ensure that they lived in the Bow Valley and that they 'fit into' at least one of the three targeted learner groups (adults whose first language was not English, who may have difficulty reading or writing, who were unemployed or who needed more education or training to work in a different type of job).

#### **2.2.1 Document/Literature Review**

Studies previously carried out in the Bow Valley, as identified by key project partners, were reviewed to determine the types of data collected, usefulness of the data collected, application of the findings, etc. As well, a cursory review of relevant literature and websites was conducted to gather information about the methods and tools used to assess adult learning needs in other jurisdictions. The findings of the literature/website search were used to inform the design and content of the data collection tools developed for the purpose of the Bow Valley Learners Needs Assessment.

#### **2.2.2 Key Informant Interviews**

Telephone interviews were conducted with or surveys administered to 15 key informants to determine the factors that enable adult learners to access learning services/programs within the Bow Valley, barriers to participation, types/levels of support needed by learners, and gaps in current programming. Key informants were identified in consultation with members of the Needs Assessment Advisory Group.

#### **2.2.3 Adult Educator Survey**

Eight educators, who offer services/programs to adults living in the Bow Valley, were asked to complete an Adult Educator Survey. They provided demographic information about their learners (e.g., first language, age, etc.) as well as information about their educational credentials and English language skills. They also identified gaps in current education-related services/programs in the Bow Valley.

#### **2.2.4 Labour Market Survey**

Two individuals with extensive knowledge of and experience with the Bow Valley labour market provided information about current challenges related to hiring qualified staff within their industry/sector as well as anticipated challenges over the next three to five years. They were asked to provide feedback on the skills required of specific occupations or positions and the importance of education and training in these areas. As well, information was collected regarding gaps in current learning opportunities in the Bow Valley and barriers to accessing services and programs.

#### **2.2.5 Adult Learner Interviews/Survey**

Two versions of the Adult Learner Interview Guide/Survey were developed; one to be completed by Foreign-born respondents and the second to be completed by Canadian-born 'learners' (non-Indigenous and Indigenous). The only major difference between the two versions was that Foreign-born survey included a question on the respondents' status in Canada (e.g., citizen, temporary foreign worker, etc.) while the survey for those respondents who were born in Canada asked about Aboriginal identity.

The Adult Learner Survey was administered in a number of different ways:

1. The data collectors approached people at a variety of community events in Banff and Canmore (e.g., Farmer's Market, Parent Link in the Park, Movie Under the Stars, etc.), on the street, in local parks and at their workplace to ask if they would be willing to participate in the BVLNA. Respondents were offered the choice of running through the questions one-on-one with the data collector or completing the survey on their own. In either case, the data collector was available to explain and clarify the survey questions.
2. A data collector put posters up around Morley and set up a table with surveys in the lobby of the Band Office. Anyone who completed an Adult Learner Survey was offered coffee and a donut. The data collector interpreted the questions and provided help completing the surveys as needed. Surveys were administered in this way on three occasions during October and November 2016.
3. Members of the Needs Assessment Advisory Group and a data collector facilitated an information session held in Morley on September 14, 2016. The purpose of the session was to provide information on current education opportunities and to gather information about the programming community members would like to take. The BVLNA was introduced and surveys were completed by community members who attended the session.
4. Arrangements were made by a member of the Needs Assessment Advisory Group to survey targeted learners employed at the Kananaskis Delta Hotels and Resorts on February 16, 2017.
5. Students, attending three different English language classes offered by the Bow Valley Learning Council, completed surveys. Surveys were administered by the course instructors and completed during class time in October 2016 and February 2017.
6. A version of the Adult Learner Survey was developed using SurveyMonkey, an online survey platform. Participation in the needs assessment was solicited using social media, by placing posters in agency offices and local businesses, and through personal contact between members of the Needs Assessment Advisory Group and their colleagues. The survey was also promoted in an advertisement in The Bow Valley Crag & Canyon and Rocky Mountain Outlook. The survey was launched in December 2016 and was live for approximately 10 weeks until February 28, 2017.

A total of 371 Adult Learner Surveys were submitted for analysis, 354 of which were coded and entered into the BVLNA database. A breakdown of the number of surveys analyzed by learner group is provided in Table 2.

**Table 2:** Adult Learner Surveys Analyzed by Learner Group

Adult Learner Group	# of Surveys Analyzed	% of Analyzed Surveys
Foreign-born	182	51.4
Canadian-born (non-Indigenous)	90	25.4
Canadian-born (Indigenous)	82	23.2
<b>Total</b>	<b>354</b>	<b>100.0</b>

### 2.2.6 Adult Learner Focus Group

Three focus groups were held between September 13 and November 8, 2016 with representatives of the targeted learner groups (English language, literacy learners and/or underemployed adult learners). The focus group participants were asked to provide information about access to learning opportunities in the Bow Valley (e.g., barriers, the best way to hear about upcoming courses, etc.), and topics of interest. A total of 24 individuals participated in the discussions as summarized in Table 3.

**Table 3:** Adult Learner Focus Groups

Date	Location	Participants	
		Description	Number
September 13, 2016	Canmore BVC	Prospective learners Bow Valley College	10
September 26, 2016	Banff Town Hall	Prospective learners Recruited through Banff Settlement Services	5
November 8, 2016	Canmore Library	English language conversation group Bow Valley Learning Council	9

The focus groups were facilitated by one or more members of the Needs Assessment Advisory Group. A data collector assisted and took notes during the first two focus groups.

## 2.3 Data Analysis

The qualitative data generated as part of the BVLNA were sorted, grouped and analyzed using well-documented content analysis procedures. Common themes were identified across all data and, unless otherwise indicated, the perceptions of the majority of the respondents are reflected in this report. The responses are summarized in frequency tables as appropriate. 'Other individual responses' are provided in the Appendices (A, B and C) attached to this report. Quantitative data were analyzed to determine mean respondent ratings. Further explanation regarding the analysis of specific data is included in the body of the report (e.g., classification of job titles).



## **2.4 Limitations**

Certain limitations are associated with the various methods employed in the BVLNA. However, multiple sources of data as well as multiple methods of data collection were used in an attempt to minimize the limitations outlined below. The findings presented in this report should be interpreted keeping the following limitations in mind.

### **2.4.1 Document/Literature Review**

The primary limitation associated with the document/literature review is the potential omission of relevant documents. Therefore, documents important to this needs assessment may have been omitted because the lead investigator and/or members of the Needs Assessment Advisory Group were not aware of their existence.

### **2.4.2 Key Informant and Labour Market Interviews**

The limitations of the interviews conducted with key informants and/or labour market specialists are as follows:

- The knowledge of the interviewees and their involvement in the services and programs offered adult learners in the Bow Valley varied. Consequently, the depth and breadth of information they were able to provide varied as well and, in some cases, was somewhat limited.
- As it was not within the scope of this study to collect information from all possible key informants, the views of those who participated in the BVLNA may not be representative of all individuals involved in the development and implementation of services and programs for adult learners.
- The timeframe of this project was such that follow-up interviews were not conducted after the initial analysis and identification of themes to determine the extent to which certain perspectives were shared by the study participants.
- The data are also limited by the analyst's inability to judge the accuracy and completeness of the responses.

### **2.4.3 Face-to-Face Learner Surveys**

As described previously in Section 2.1.5, many Adult Learner Surveys were administered face-to-face by trained data collectors. The limitations of this method of data collection include:

- Interviewer bias may be a factor with respect to who the data collectors approached (e.g., friend/family member versus a stranger) as well as how and where they approached potential respondents.
- Respondents may give, what they consider to be, a more socially acceptable response to certain questions because they are reluctant to share 'sensitive' information with an interviewer (e.g., level of education, employment status, immigration status).
- The respondents may choose not to answer some questions in order to protect their privacy.
- Accessing respondents who met the criteria for participation in the needs assessment was difficult and time consuming in some cases.

- Limited training means that the interviewers may not have been familiar with ways to minimize interviewer effects when probing for more information or answering respondents' requests for clarification.
- As well, the data are limited in the interviewers' inability to judge the accuracy and completeness of the respondents' answers to the survey questions.

#### **2.4.4 Self-Administered Surveys**

The following limitations apply to all self-administered surveys including those completed by adult learners (paper and online) and adult educators. They also apply to the information provided by the key informants and labour market contacts who chose to fill out a 'survey' rather than take part in a telephone interview. It is important to note, however, that the limitations associated with paper surveys may be somewhat mitigated when, for example, they are filled out when a data collector is nearby or during an English language class (e.g., the respondents may ask for clarification).

- With self-administered surveys (paper and online), the data collector has no control over how the questions are interpreted by the respondents. They are not able to clarify the meaning of a question or probe for a response.
- The English language skills and literacy level of the respondents may keep them from participating in the study and/or compromise the quality of information they do provide.
- Skipped questions are an issue with any form of self-administered survey resulting in incomplete data sets. This was certainly the case with both Canadian-born Indigenous and online respondents who participated in the BVLNA.
- Although they were instructed to complete a survey only if they met the screening criteria and had not already completed a paper survey, there is no way to ensure that the online respondents in particular complied with this instruction.
- Online surveys require not only internet and computer access, but a level of proficiency in the use of a computer.

#### **2.4.5 Focus Group**

The following limitations are associated with the focus group data presented in this report:

- The small number of participants involved in the focus groups limits the generalization of the findings to larger and/or other populations.
- Group interaction may have an undesirable effect on responses due to bias or dominance of particular group members.
- The live and immediate nature of the data may place undue credibility on the findings.
- Facilitator bias may influence the nature of the responses.
- Some focus group participants may have provided answers that they thought the facilitator expected or wanted to hear.
- The facilitator's inability to judge the accuracy and completeness of the participants' responses.

### 3.0 THE FINDINGS – ADULT LEARNERS IN THE BOW VALLEY

Data collected via the Adult Learner Survey are presented in this report by learner group (Foreign-born, Canadian-born non-Indigenous and Canadian-born Indigenous) as well as aggregate form. Only the aggregate data are, for the most part, discussed. There are simply too few respondents in some cases to allow for meaningful comparisons between and/or among the respondent groups. Therefore, group-specific data are presented for information only and should be interpreted accordingly.

The English language learners, literacy learners and underemployed adults who participated in the BVLNA are collectively referred to as ‘adult learners’ in this report.

#### 3.1 Demographic Characteristics

The individuals who completed an Adult Learner Survey, as well as the focus group participants, provided a variety of demographic information including, for example, place of birth, languages spoken, Aboriginal identity and their current status in Canada. As the Adult Learner Survey respondents and focus group participants were asked to provide much of the same demographic information, their responses were combined and presented in Table 4 through Table 12.

##### 3.1.1 Gender

The overall majority of adult learners who participated in the BVLNA were female (65.5%) versus 34.7% male. As summarized in Table 4, the highest percentage of female respondents among the three learner groups were foreign-born (71.1%).

**Table 4:** Adult Learner Demographics – Gender

Response	Foreign-Born (n=203)		Canadian-Born						Overall (n=369)	
			Non-Indigenous (n=90)		Indigenous (n=76)		Total (n=166)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Female	143	70.4	56	62.2	42	55.3	98	59.0	241	65.3
Male	60	29.6	34	37.8	34	44.7	68	41.0	128	34.7
<b>Total</b>	<b>203</b>	<b>100</b>	<b>90</b>	<b>100</b>	<b>76</b>	<b>100</b>	<b>166</b>	<b>100</b>	<b>369</b>	<b>100</b>

##### 3.1.2 Age

As this study focused on adults 18 years and older, the youngest learners who completed a survey were 18 years old and the oldest was 70 years of age. On the other hand, the focus group participants were somewhat older ranging in age from 27 years to 80 years old. The average age of the study participants overall was 33.8 years. These demographic data are presented in Table 5.

**Table 5:** Adult Learner Demographics – Age

Response	Foreign-Born (n=201)	Canadian-Born			Overall (n=364)
		Non-Indigenous (n=89)	Indigenous (n=74)	Overall (n=163)	
Average (years)	34.0	31.0	36.6	33.5	33.8
Range (years)	18-80	18-61	18-70	18-70	18-80

##### 3.1.3 Place of Birth

Both foreign-born and Canadian-born learners were asked where they were born. The majority of foreign-born learners indicated that they were born in the Philippines (34.0%) followed by Japan (13.8%) and the Czech Republic (7.4%) (see Table 6).

**Table 6:** Adult Learner Demographics – Place of Birth (Foreign-Born Learners)  
(n=188)

Response	# of Responses	% Total Respondents
Philippines	64	34.0
Japan	26	13.8
Czech Republic	14	7.4
Chile	13	6.9
Australia	10	5.3
United Kingdom	9	4.8
Mexico	7	3.7
Taiwan	5	2.7
Korea	5	2.7
India	3	1.6
China	3	1.6
France	2	1.1
New Zealand	2	1.1
Jamaica	2	1.1
Poland	2	1.1
Switzerland	2	1.1
Columbia	2	1.1
Nepal	2	1.1
Other individual responses	15	8.0
<b>Total</b>	<b>188</b>	<b>100*</b>

\*Does not total 100% due to rounding error.

Although the overall majority of Canadian-born learners were born in Alberta (57.9%), there was a difference between Indigenous and non-Indigenous participants. The majority of Indigenous learners were born in Alberta (95.7%) while the majority of non-Indigenous learners were born in Ontario (34.4%) followed by Alberta (28.9%). Table 7 presents a summary of these data.

**Table 7:** Adult Learner Demographics – Place of Birth (Canadian-Born Learners)  
(n=159)

Response	Canadian-Born				Overall (n=159)	
	Non-Indigenous (n=90)		Indigenous (n=69)		# of Responses	% Total Respondents
	# of Responses	% Total Respondents	# of Responses	% Total Respondents		
Alberta	26	28.9	66	95.7	<b>92</b>	<b>57.9</b>
Ontario	31	34.4	0	0	<b>31</b>	<b>19.5</b>
Quebec	14	15.6	0	0	<b>14</b>	<b>8.8</b>
British Columbia	8	8.9	1	1.4	<b>9</b>	<b>5.7</b>
Saskatchewan	3	3.3	0	0	<b>3</b>	<b>1.9</b>
New Brunswick	3	3.3	0	0	<b>3</b>	<b>1.9</b>
Manitoba	2	2.2	0	0	<b>2</b>	<b>1.3</b>
Other individual responses	3	3.3	2	2.9	<b>5</b>	<b>3.1</b>
<b>Total</b>	<b>90</b>	<b>100*</b>	<b>69</b>	<b>100</b>	<b>159</b>	<b>100*</b>

\*Does not total 100% due to rounding error.

### 3.1.4 Length of Time in the Bow Valley

The foreign-born learners were asked when they moved to Canada and how long they had lived in the Bow Valley. Of the 158 individuals who provided this information, the majority (75.3%) moved directly

from their country of birth to the Bow Valley. An additional 13 (8.2%) moved to the Bow Valley within one year of moving to Canada while 26 (16.5%) moved to the Bow Valley more than a year after arriving in Canada.

According to the data presented in Table 8, the adult learners who took part in the BVLNA had, overall, lived in the Bow Valley anywhere from less than 3 months to 70 years with an average residency of 10.7 years. The Indigenous learners reported living in the Bow Valley significantly longer (33.3 years) than either the Canadian-born non-Indigenous (8.2 years) or foreign-born (4.1 years) respondents. Unlike the non-Indigenous Canadian-born respondents, most of the Indigenous learners had lived in the Bow Valley most, if not all, of their lives (33.3 years).

**Table 8:** Adult Learner Demographics – Length of Residency in the Bow Valley

Response	Foreign-Born (n=192)	Canadian-Born			Overall (n=345)
		Non-Indigenous (n=86)	Indigenous (n=67)	Overall (n=153)	
Average (years)	4.1	8.2	33.3	19.2	10.7
Range (years)	0.25-30	0.25-40	0.5-70	0.25-70	0.25-70

### 3.1.5 Place of Residence

At the time this study was conducted, the majority of adult learners overall lived in Banff (56.4%). However, almost all Indigenous learners lived on the Morley reserve (94.5%) while only 1 (1.4%) said that they lived in Banff. Table 9 provides a summary of these data.

**Table 9:** Adult Learner Demographics – Place of Residence

Response	Foreign-Born (n=202)		Canadian-Born						Overall (n=342)	
			Non-Indigenous (n=91)		Indigenous (n=73)		Total (n=164)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Banff	141	69.8	57	62.6	1	1.4	58	35.4	193	56.4
Stoney Nakoda FN	0	0	0	0	69	94.5	69	42.1	69	20.2
Canmore	40	19.8	22	24.2	1	1.4	23	14.0	45	13.2
Kananaskis	12	5.9	8	8.8	2	2.7	10	6.1	22	6.4
Lake Louise	7	3.5	4	4.4	0	0	4	2.4	11	3.2
Harvie Heights	1	0.5	0	0	0	0	0	0	1	0.3
Dead Man's Flats	1	0.5	0	0	0	0	0	0	1	0.3
<b>Total</b>	<b>202</b>	<b>100</b>	<b>91</b>	<b>100</b>	<b>73</b>	<b>100</b>	<b>164</b>	<b>100</b>	<b>342</b>	<b>100</b>

### 3.1.6 Languages Spoken

The adult learners were asked two questions about language; what language they first learned when they were a child (mother tongue) and what language they most often speak at home. It should be noted that a number of respondents indicated that they learned two languages at exactly the same time as well as currently speak more than one language at home. As summarized in Table 10, the overall majority of learners first learned to speak English as a child (46.2%).

**Table 10: Adult Learner Demographics – First Language**

Response	Foreign-Born (n=199)		Canadian-Born						Overall (n=357)	
			Non-Indigenous (n=87)		Indigenous (n=71)		Total (n=158)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
English	53	26.6	74	85.1	38	53.5	112	70.9	165	46.2
Tagalog	59	29.6	1	1.1	0	0	1	0.6	60	16.8
Stoney	0	0	0	0	51	71.8	51	32.3	51	14.3
French	4	2.0	18	20.7	2	2.8	20	12.7	24	6.7
Japanese	27	13.6	0	0	0	0	0	0	27	7.6
Spanish	24	12.1	0	0	0	0	0	0	24	6.7
Mandarin	9	4.5	0	0	0	0	0	0	9	2.5
Czech	7	3.5	0	0	0	0	0	0	7	2.0
German	6	3.0	0	0	0	0	0	0	6	1.7
Korean	4	2.0	0	0	0	0	0	0	4	1.1
Cebuano	3	1.5	0	0	0	0	0	0	3	0.8
Arabic	2	1.0	0	0	0	0	0	0	2	0.6
Polish	2	1.0	0	0	0	0	0	0	2	0.6
Malayalam	2	1.0	0	0	0	0	0	0	2	0.6
Nepali	3	1.5	0	0	0	0	0	0	3	0.8
Philippine dialect	2	1.0	0	0	0	0	0	0	2	0.6
Other individual responses	7	3.5	0	0	1	1.4	1	0.6	8	2.2
<b>Total</b>	<b>214</b>	<b>NA</b>	<b>93</b>	<b>NA</b>	<b>92</b>	<b>NA</b>	<b>185</b>	<b>NA</b>	<b>399</b>	<b>NA</b>

Similarly, the overall majority of learners reported that they currently speak English most often at home (64.0%). Their responses to this question are presented in Table 11.

**Table 11: Adult Learner Demographics – Language Spoken at Home**

Response	Foreign-Born (n=198)		Canadian-Born						Overall (n=356)	
			Non-Indigenous (n=87)		Indigenous (n=71)		Total (n=158)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
English	96	48.5	78	89.7	54	76.1	132	83.5	228	64.0
Tagalog	58	29.3	0	0	0	0	0	0	58	16.3
Stoney	0	0	0	0	43	60.6	43	47.0	43	12.1
Japanese	19	9.6	0	0	0	0	0	0	19	5.3
French	3	1.5	8	9.2	0	0	8	5.1	11	3.1
Spanish	9	4.5	0	0	0	0	0	0	9	2.5
Mandarin	7	3.5	0	0	0	0	0	0	7	2.0
Czech	7	3.5	0	0	0	0	0	0	7	2.0
Korean	3	1.5	0	0	0	0	0	0	3	0.8
Hindi	2	1.0	0	0	0	0	0	0	2	0.6
German	0	0	1	1.1	1	1.4	2	1.3	2	0.6
Malayalam	2	1.0	0	0	0	0	0	0	2	0.6
Other individual responses	9	4.5	0	0	1	1.4	1	0.6	10	2.8
<b>Total</b>	<b>215</b>	<b>NA</b>	<b>87</b>	<b>NA</b>	<b>99</b>	<b>NA</b>	<b>186</b>	<b>NA</b>	<b>401</b>	<b>NA</b>

Based on the information presented in Table 10 and Table 11, the two most frequent responses for each learner group are as follows:

<u>Adult Learner Group</u>	<u>Language First Learned</u>	<u>Language Spoken Most Often</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Tagalog (29.6%)</li> <li>• English (26.6%)</li> </ul>	<ul style="list-style-type: none"> <li>• English (48.5%)</li> <li>• Tagalog (29.3%)</li> </ul>
Canadian-Born (non-Indigenous)	<ul style="list-style-type: none"> <li>• English (85.1%)</li> <li>• French (20.7%)</li> </ul>	<ul style="list-style-type: none"> <li>• English (89.7%)</li> <li>• French (9.2%)</li> </ul>
Canadian-Born (Indigenous)	<ul style="list-style-type: none"> <li>• Stoney Nakoda language (71.8%)</li> <li>• English (53.5%)</li> </ul>	<ul style="list-style-type: none"> <li>• English (76.1%)</li> <li>• Stoney Nakoda language (60.6%)</li> </ul>

The percentage of learners who said that Tagalog was their first language (29.6%) was approximately the same as those who currently speak Tagalog at home (29.3%). This means that individuals who first language was not Tagalog account for the increase we see in the percentage of individuals who currently speak English at home.

### 3.1.7 Status in Canada

Because some programs are only available to certain learners, the foreign-born respondents were asked to indicate their current status in Canada. The majority of individuals who answered this question reported that they were a Permanent Resident (38.8%) while an additional 31.5% held a Working Holiday Visa (Table 12).

**Table 12:** Adult Learner Demographics – Status in Canada (Foreign-Born Learners)  
(n=178)

<b>Response</b>	<b># of Responses</b>	<b>% Total Respondents</b>
Permanent Resident	69	38.8
Working Holiday Visa holder	56	31.5
Canadian Citizen	30	16.9
Temporary Foreign Worker	17	9.6
Young Professional Work Permit holder	3	1.7
Student Visa holder	2	1.1
Other individual responses	1	0.6
<b>Total</b>	<b>178</b>	<b>100*</b>

\*Does not total 100% due to rounding error.

### 3.1.8 Education

The survey respondents were asked to indicate the highest level of schooling they had completed. The overall majority reported that they had completed an undergraduate university degree (35.8%) followed by college or vocational training (24.5%). The percentage of foreign-born (48.6%) and Canadian-born non-Indigenous (35.2%) learners who had completed an undergraduate degree was significantly higher than the percentage of Canadian-born Indigenous respondents (2.9%). According to the information presented in Table 13, Canadian-born Indigenous learners overall reported lower levels of education than did the other two adult learner groups.



**Table 13: Adult Learner Demographics – Level of Education**

Response	Foreign-Born (n=179)		Canadian-Born						Overall (n=335)	
			Non-Indigenous (n=88)		Indigenous (n=68)		Total (n=156)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Undergraduate degree	87	48.6	31	35.2	2	2.9	33	21.2	120	35.8
College/vocational training	42	23.5	31	35.2	9	13.2	40	25.6	82	24.5
High school/GED <sup>1</sup>	25	14.0	17	19.3	32	47.1	49	31.4	74	22.1
Graduate degree	22	12.3	4	4.5	0	0	4	2.6	26	7.8
Trades certificate or ticket	2	1.1	5	5.7	6	8.8	11	7.1	13	3.9
Elementary school	1	0.6	0	0	12	17.6	12	7.7	13	3.9
No formal education	0	0	0	0	7	10.3	7	4.5	7	2.1
<b>Total</b>	<b>179</b>	<b>100*</b>	<b>88</b>	<b>100*</b>	<b>68</b>	<b>100*</b>	<b>156</b>	<b>100*</b>	<b>335</b>	<b>100*</b>

\*Does not total 100% due to rounding error.

According to the information presented in Table 13, the two levels of education earned most frequently by learner group are:

<u>Adult Learner Group</u>	<u>Highest Level of Education</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Undergraduate degree (48.6%)</li> <li>• College/vocational training (23.5%)</li> </ul>
Canadian-Born (non-Indigenous)	<ul style="list-style-type: none"> <li>• Undergraduate degree (35.2%)</li> <li>• College/vocational training (35.2%)</li> </ul>
Canadian-Born (Indigenous)	<ul style="list-style-type: none"> <li>• High School/GED (47.1%)</li> <li>• Elementary School (17.6%)</li> </ul>

The Adult Learner Survey also asked where the respondents had taken their highest level of education. First of all, 89.3% of Foreign-born respondents who answered this question said that they completed their education before moving to Canada while 19 (10.7%) completed it after immigrating. Of those educated outside of Canada, the majority completed their education in the Philippines (38.2%) followed by Japan (13.2%) and the Czech Republic (9.7%). These data are presented in Table 14.

**Table 14: Where Adult Learners Received Their Education (Foreign-Born Learners)**  
(n=144)

Response	# of Responses	% Total Respondents
Philippines	55	38.2
Japan	19	13.2
Czech Republic	14	9.7
Australia	12	8.3
United Kingdom	7	4.9
Chile	6	4.2
India	5	3.5
Taiwan	5	3.5
Korea	3	2.1
New Zealand	3	2.1
Poland	2	1.4
Other individual responses	13	9.0
<b>Total</b>	<b>144</b>	<b>100*</b>

\*Does not total 100% due to rounding error.

Canadian-born respondents were also asked where they completed their highest level of education. As summarized in Table 15, the overall majority (54.8%) were educated in Alberta followed by Ontario (20.7%) and Quebec (9.6%). However, the percentage of individuals educated in Alberta was much higher among the Indigenous learner group (96.2%) than among non-Indigenous Canadian-born respondents (28.9%). In fact, among the non-Indigenous group slightly more 'learners' were educated in Ontario (32.5%) than in Alberta (28.9%). Of the 52 Indigenous learners who answered this question, 26 reported that they received their education in Morley (50.0%) and an additional 16 (30.8%) said that they attended school in Calgary.

**Table 15: Where Adult Learners Received Their Education (Canadian-Born Learners)**  
(n=135)

Response	Canadian-Born				Overall (n=135)	
	Non-Indigenous (n=83)		Indigenous (n=52)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Alberta	24	28.9	50	96.2	<b>74</b>	<b>54.8</b>
Ontario	27	32.5	1	1.9	<b>28</b>	<b>20.7</b>
Quebec	13	15.7	0	0	<b>13</b>	<b>9.6</b>
British Columbia	9	10.8	0	0	<b>9</b>	<b>6.7</b>
Manitoba	2	2.4	0	0	<b>2</b>	<b>1.5</b>
New Brunswick	2	2.4	0	0	<b>2</b>	<b>1.5</b>
Outside Canada	3	3.6	0	0	<b>3</b>	<b>2.2</b>
Other individual responses	3	3.6	1	1.9	<b>4</b>	<b>3.0</b>
<b>Total</b>	<b>83</b>	<b>100*</b>	<b>52</b>	<b>100</b>	<b>135</b>	<b>100</b>

\*Does not total 100% due to rounding error.

In addition to providing information about their highest level of education, the overall majority (59.0%) of survey respondents indicated that they were using their education and/or training in their current job (Table 16). It should be noted that considerably more Canadian-born Indigenous respondents (70.1%) indicated that this was the case than either Canadian-born non-Indigenous (57.0%) or foreign-born (55.0%) learners. This finding is not surprising given the difference in the highest level of education attained by Indigenous versus non-Indigenous and foreign-born respondents.

**Table 16: Adult Learners Using Education/Training in Current Job**

Response	Foreign-Born (n=171)		Canadian-Born						Overall (n=334)	
			Non-Indigenous (n=86)		Indigenous (n=77)		Total (n=163)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Yes	77	45.0	37	43.0	23	29.9	60	36.8	<b>137</b>	<b>41.0</b>
No	94	55.0	49	57.0	54	70.1	103	63.2	<b>197</b>	<b>59.0</b>
<b>Total</b>	<b>171</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>77</b>	<b>100.0</b>	<b>163</b>	<b>100.0</b>	<b>334</b>	<b>100.0</b>

Fifty-one of the 137 (37.2%) individuals who said that they were not using their education and training provided a reason why. Most frequently they reported that it was not applicable in their current job (27.5%), there were no jobs in the Bow Valley in their area of education/training (19.6%) and their education/training was not recognized in Canada (19.6%). These findings are summarized in Table 17.

**Table 17: Adult Learners’ Reasons for Not Using Education/Training**

Response	Foreign-Born (n=34)		Canadian-Born						Overall (n=51)	
			Non-Indigenous (n=13)		Indigenous (n=4)		Total (n=17)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Education not applicable	9	26.5	5	38.5	0	0	5	29.4	14	27.5
No jobs in relevant field in BV	6	17.6	4	30.8	0	0	4	23.5	10	19.6
Education not recognized	10	29.4	0	0	0	0	0	0	10	19.6
Fulltime student	1	2.9	2	15.4	1	25.0	3	17.6	4	7.8
Poor English skills	4	11.8	0	0	0	0	0	0	4	7.8
Visa does not allow it	2	5.9	0	0	0	0	0	0	2	3.9
Career change	1	2.9	1	7.7	0	0	1	5.9	2	3.9
Preferential hiring	0	0	0	0	2	50.0	2	11.8	2	3.9
Other individual responses	2	5.9	1	7.7	1	25.0	2	11.8	4	7.8
<b>Total</b>	<b>35</b>	<b>NA</b>	<b>13</b>	<b>NA</b>	<b>4</b>	<b>NA</b>	<b>4</b>	<b>NA</b>	<b>52</b>	<b>NA</b>

There was a slight difference in the responses provided by the foreign-born and Canadian-born respondent groups as follows:

<u>Adult Learner Group</u>	<u>Reasons for Not Using Education/Training</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Education not recognized in Canada (29.4%)</li> <li>• Not applicable to current job (26.5%)</li> <li>• No jobs in relevant field in Bow Valley (17.6%)</li> </ul>
Canadian-Born	<ul style="list-style-type: none"> <li>• Not applicable to current job (29.4%)</li> <li>• No jobs in Bow Valley (23.5%)</li> <li>• Fulltime student (17.6%)</li> </ul>

**3.1.9 Employment Status**

When asked what their current work situation was, the overwhelming majority of learners overall indicated that they were employed fulltime – 30 hours or more per week (74.8%). However, among Indigenous respondents only 28.8% were employed fulltime versus 77.0% of non-Indigenous Canadian-born and 85.0% of Foreign-born learners. Furthermore, the reported rate of unemployment among Indigenous respondents (47.0%) was considerably higher than both non-Indigenous (3.4%) and foreign-born (3.4%) learners. Table 18 presents these data.

**Table 18: Adult Learner Demographics – Employment Status**

Response	Foreign-Born (n=180)		Canadian-Born						Overall (n=333)	
			Non-Indigenous (n=87)		Indigenous (n=66)		Total (n=153)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Employed fulltime	153	85.0	67	77.0	19	28.8	86	56.2	239	71.8
Unemployed, looking	3	1.7	3	3.4	20	30.3	23	15.0	26	7.8
Employed part-time (20-29 hrs)	6	3.3	5	5.7	5	7.6	10	6.5	16	4.8
Contract work/seasonal work	4	2.2	3	3.4	3	4.5	6	3.9	10	3.0
Employed part-time (less than 20 hrs)	6	3.3	2	2.3	1	1.5	3	2.0	9	2.7
Unemployed, unspecified	2	1.1	0	0	7	10.6	7	4.6	9	2.7
Self-employed	4	2.2	4	4.6	0	0	4	2.6	8	2.4
Unemployed, not looking	1	0.6	0	0	4	6.1	4	2.6	5	1.5
Homemaker	0	0	1	1.1	3	4.5	4	2.6	4	1.2
Retired	0	0	0	0	2	3.0	2	1.3	2	0.6
Student	1	0.6	0	0	1	1.5	1	0.7	2	0.6
Other individual responses	0	0	2	2.3	1	1.5	3	2.0	3	0.9
<b>Total</b>	<b>180</b>	<b>100</b>	<b>87</b>	<b>100*</b>	<b>66</b>	<b>100*</b>	<b>153</b>	<b>100</b>	<b>333</b>	<b>100</b>

\*Does not total 100% due to rounding error.

Information about the employment status of the respondents is summarized below by learner group:

<u>Adult Learner Group</u>	<u>Employment Status</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Employed fulltime (85.0%)</li> <li>• Employed part-time (20-29 hrs/week) (3.3%)</li> <li>• Employed part-time (less than 20hrs/week) (3.3%)</li> </ul>
Canadian-Born (non-Indigenous)	<ul style="list-style-type: none"> <li>• Employed fulltime (77.0%)</li> <li>• Employed part-time (20-29 hrs/week) (5.7%)</li> <li>• Self-employed (4.6%)</li> </ul>
Canadian-Born (Indigenous)	<ul style="list-style-type: none"> <li>• Unemployed, looking for work (30.3%)</li> <li>• Employed fulltime (28.8%)</li> <li>• Unemployed, unspecified (10.6%)</li> </ul>

### 3.2 Occupation

The adult learners who participated in this needs assessment were asked what their job was before moving to Canada (foreign-born respondents) or the Bow Valley (Canadian-born respondents). They were also asked what job they currently held. Their responses were grouped using the National Occupation Classification (NOC) system which is used by the Government of Canada to classify jobs (occupations). Jobs are grouped based on the type of work a person does and the types of job duties: (a) management jobs (e.g., restaurant managers, accommodation services managers); (b) professional jobs (e.g., engineers, teachers, accountants); (c) technical and skilled trades (e.g., chefs, plumbers, electricians); (d) intermediated jobs (e.g., food and beverage servers, truck drivers, butchers); and (e) labour jobs (e.g., cleaning staff, kitchen helpers, fast food workers).

A learner’s response was not used in the analysis presented in this section of the report if they: (a) were not employed prior to moving to Canada and/or the Bow Valley (e.g., student, unemployed); and/or (b) did not provide enough information to classify their job using the NOC system.

### 3.2.1 Occupation Prior to Moving

Overall, the jobs identified by adult learners fell within 95 different NOC job categories or titles. It is important to note, however, that the numbers of respondents in all job categories were relatively small with a maximum of 13 respondents who indicated that they worked as a retail salesperson. In order to simplify the presentation of these data, only those jobs identified by four or more respondents overall are presented in Table 19. Job titles reported by fewer than four learners are included in Appendix A. As mentioned previously, a job was not included in the following table if it was not described in specific enough terms to be classified using the NOC system (e.g., I worked in a restaurant vs I was a server, chef, etc.).

**Table 19: Occupation of Adult Learners Prior to Moving**

Occupation (NOC Job Title)	Foreign-Born (n=113)		Canadian-Born						Overall (n=195)	
			Non-Indigenous (n=62)		Indigenous (n=20)		Total (n=82)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Retail salesperson	9	8.0	3	4.8	1	5.0	4	4.9	13	6.7
Food & beverage server	6	5.3	3	4.8	2	10.0	5	6.1	11	5.6
Cook	4	3.5	5	8.1	0	0	5	6.1	9	4.6
Food attendant, kitchen helper	3	2.7	5	8.1	0	0	5	6.1	8	4.1
Teacher	6	5.3	1	1.6	0	0	1	1.2	7	3.6
Chef	5	4.4	1	1.6	0	0	1	1.2	6	3.1
Advertising, marketing, PR	3	2.7	1	1.6	0	0	1	1.2	4	2.1
Recreation, sport & fitness leader	2	1.8	2	3.2	0	0	2	2.4	4	2.1
Bartender	1	0.9	3	4.8	0	0	3	3.7	4	2.1
Hotel front desk clerk	1	0.9	3	4.8	0	0	3	3.7	4	2.1
Janitor, caretaker	1	0.9	1	1.6	2	10.0	3	3.7	4	2.1
Cashier	2	1.8	1	1.6	1	5.0	2	2.4	4	2.1
Customer service representative	2	1.8	1	1.6	1	5.0	2	2.4	4	2.1
3 Respondents/title	26	23.0	11	17.7	8	40.0	19	23.2	45	23.1
2 Respondents/title	15	13.3	11	17.7	4	20.0	15	18.3	30	15.4
Other individual responses	35	31.0	15	24.2	2	10.0	17	20.7	52	26.7
<b>Total</b>	<b>121</b>	<b>NA</b>	<b>67</b>	<b>NA</b>	<b>21</b>	<b>NA</b>	<b>88</b>	<b>NA</b>	<b>209</b>	<b>NA</b>

Keeping in mind that the numbers of respondents in all job categories were small, the most frequently reported jobs were retail salesperson (6.7%), food and beverage server (5.6%) and cook (4.6%). The types of jobs reported by foreign-born and Canadian-born<sup>2</sup> learners differed as follows:

<u>Adult Learner Group</u>	<u>Occupation Prior to Moving</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Retail salesperson (8.0%)</li> <li>• Food and beverage server (5.3%)</li> <li>• Teacher (5.3%)</li> </ul>
Canadian-Born	<ul style="list-style-type: none"> <li>• Food and beverage server (6.1%)</li> <li>• Cook (6.1%)</li> <li>• Food attendant, kitchen helper (6.1%)</li> </ul>

<sup>2</sup> Only aggregate Canadian-born data are presented as this question did not apply to a large number of Indigenous learners who were born in the Bow Valley.

### 3.2.2 Current Occupation

In addition to providing information about their job before moving to Canada or the Bow Valley, the survey also asked the respondents to provide information about their current job. Seventy-three categories of 'learner' jobs were identified using the NOC system. Fifteen of these jobs, which were reported by four or more respondents, are summarized in Table 20. Job titles mentioned by fewer than four 'learners' are presented in Appendix A.

**Table 20:** Current Occupation of Adult Learners

Occupation (NOC Job Title)	Foreign-Born (n=157)		Canadian-Born						Overall (n=248)	
			Non-Indigenous (n=68)		Indigenous (n=23)		Total (n=91)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Housekeeper	40	25.5	3	4.4	0	0	3	3.3	43	17.3
Food & beverage server	17	10.8	7	10.3	2	8.7	9	9.9	26	10.5
Food attendant, kitchen helper	16	10.2	2	2.9	2	8.7	4	4.4	20	8.1
Cook	9	5.7	7	10.3	0	0	7	7.7	16	6.5
Hotel front desk clerk	6	3.8	8	11.8	0	0	8	8.8	14	5.6
Cashier	11	7.0	0	0	2	8.7	2	2.2	13	5.2
Houseman, guest attendant	7	4.5	0	0	0	0	0	0	7	2.8
Housekeeping supervisor	4	2.5	2	2.9	0	0	2	2.2	6	2.4
Chef	4	2.5	2	2.9	0	0	2	2.2	6	2.4
Security guard	1	0.6	2	2.9	2	8.7	4	4.4	5	2.0
Bank teller	4	2.5	0	0	0	0	0	0	4	1.6
Recreation, sport & fitness leader	3	1.9	2	2.9	0	0	2	2.2	5	2.0
Food services supervisor	4	2.5	1	1.5	0	0	1	1.1	5	2.0
Retail salesperson	5	3.2	0	0	0	0	0	0	5	2.0
Accommodation manager	1	0.6	3	4.4	0	0	3	3.3	4	1.6
3 Respondents/title	9	5.7	8	11.8	7	30.4	15	16.5	24	9.7
2 Respondents/title	8	5.1	9	13.2	7	30.4	16	17.6	24	9.7
Other individual responses	15	9.6	15	22.1	6	26.1	21	23.1	36	14.5
<b>Total</b>	<b>164</b>	<b>NA</b>	<b>71</b>	<b>NA</b>	<b>28</b>	<b>NA</b>	<b>99</b>	<b>NA</b>	<b>263</b>	<b>NA</b>

Overall, the survey respondents reported most frequently that they worked as a housekeeper (17.3%), food and beverage server (10.5%) and food attendant or kitchen helper (e.g., barista, fast food worker, busser, dishwasher, steward) (8.1%). Foreign-born and Canadian-born learners differed somewhat in the types of jobs they currently held as follows:

<u>Adult Learner Group</u>	<u>Current Occupation</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Housekeeper (22.5%)</li> <li>• Food and beverage server (10.8%)</li> <li>• Food attendant, kitchen helper (10.2%)</li> </ul>
Canadian-Born	<ul style="list-style-type: none"> <li>• Food and beverage server (9.9%)</li> <li>• Hotel front desk clerk (8.8%)</li> <li>• Cook (7.7%)</li> </ul>

For ease of comparison, adult learners' occupations before and after moving to Canada and/or the Bow Valley are presented below:

<u>Adult Learner Group</u>	<u>Occupation Prior to Moving</u>	<u>Current Occupation</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Retail salesperson (8.0%)</li> <li>• Food and beverage server (5.3%)</li> <li>• Teacher (5.3%)</li> </ul>	<ul style="list-style-type: none"> <li>• Housekeeper (22.5%)</li> <li>• Food and beverage server (10.8%)</li> <li>• Food attendant, kitchen helper (10.2%)</li> </ul>
Canadian-Born	<ul style="list-style-type: none"> <li>• Food and beverage server (6.1%)</li> <li>• Cook (6.1%)</li> <li>• Food attendant, kitchen helper (6.1%)</li> </ul>	<ul style="list-style-type: none"> <li>• Food and beverage server (9.9%)</li> <li>• Hotel front desk clerk (8.8%)</li> <li>• Cook (7.7%)</li> </ul>

It is interesting to note that these findings support the feedback provided by the labour market contacts who participated in this study. They indicated that, for example, more English language learners (e.g., foreign-born adults) are employed in the Bow Valley Trail area of Canmore than elsewhere because “that is where more behind the scenes work happens” (e.g., hotel employees). Fewer literacy and English language learners are employed as frontline workers (e.g., a hotel front desk clerk).

### 3.2.3 Change in Occupation

Lastly, the adult learners were asked if they would like to work in a different job. The majority of foreign-born respondents (70.8%), who were employed, said that they would. On the other hand, the majority of Canadian-born learners (57.9%) indicated that they did not want to change jobs (Table 21).

**Table 21:** Adult Learners Change in Occupation

Response	Foreign-Born (n=168)		Canadian-Born						Overall (n=275)	
			Non-Indigenous (n=79)		Indigenous (n=28)		Total (n=107)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Yes	119	70.8	32	40.5	13	46.4	45	42.1	164	59.6
No	49	29.2	47	59.9	15	53.6	62	57.9	111	40.4
<b>Total</b>	<b>168</b>	<b>100</b>	<b>79</b>	<b>100</b>	<b>28</b>	<b>100.0</b>	<b>107</b>	<b>100</b>	<b>275</b>	<b>100</b>

The respondents who said that they would like to change jobs, indicated that lack of training (63.6%), specific jobs in the Bow Valley (25.2%) and recognition of credentials (22.5%) were the reasons that kept them from working in a different job. These findings are summarized in Table 22.



**Table 22: What Keeps Adult Learners from Changing Occupation**

Response	Foreign-Born (n=102)		Canadian-Born						Overall (n=151)	
			Non-Indigenous (n=28)		Indigenous (n=21)		Total (n=49)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Need more training	61	59.8	19	67.9	16	76.2	35	71.4	96	63.6
No jobs in the Bow Valley	24	23.5	9	32.1	5	23.8	14	28.6	38	25.2
Credentials not recognized	34	33.3	0	0	0	0	0	0	34	22.5
Don't know what is needed	18	17.7	4	14.3	8	38.1	12	24.5	30	19.9
Speaking/listening in English	25	24.5	1	3.6	2	9.5	3	6.1	28	18.5
Difficulty writing in English	10	9.8	2	7.1	2	9.5	4	8.2	14	9.3
Difficulty reading in English	6	5.9	0	0	1	4.8	1	2.0	7	4.6
Can't afford training	1	1.0	3	10.7	1	4.8	4	8.2	5	3.3
Lack of childcare	3	2.9	1	3.6	1	4.8	2	4.1	5	3.3
Visa/work permit restrictions	4	3.9	0	0	0	0	0	0	4	2.6
Lack of time (too busy)	1	1.0	2	7.1	0	0	2	4.1	3	2.0
Need more experience on the job	0	0	3	10.7	0	0	3	6.1	3	2.0
Other individual responses	6	5.9	3	10.7	1	4.8	4	8.2	10	6.6
<b>Total</b>	<b>193</b>	<b>NA</b>	<b>47</b>	<b>NA</b>	<b>37</b>	<b>NA</b>	<b>84</b>	<b>NA</b>	<b>277</b>	<b>NA</b>

The reasons for not pursuing different work varied between foreign-born and Canadian-born learners as follows:

<u>Adult Learner Group</u>	<u>Reasons for Not Changing Occupation</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Need more training (59.8%)</li> <li>• Credentials not recognized (33.3%)</li> <li>• Trouble speaking/listening in English (24.5%)</li> </ul>
Canadian-Born	<ul style="list-style-type: none"> <li>• Need more training (71.4%)</li> <li>• No jobs available in Bow Valley (28.6%)</li> <li>• Don't know what is needed to work in job (24.5%)</li> </ul>

**3.2.4 Skill Level**

The NOC system groups occupations and jobs according to skill type and skill level. The jobs identified by the adult learners (pre-move and current) were classified by job title using this system and the results summarized above. However, the jobs were also analyzed by skill level as follows:

1. Skill Type 0 (zero): Management jobs (e.g., restaurant managers, accommodation services managers)
2. Skill Level A: Professional jobs (engineers, teachers, accountants) – usually require a degree from a university.
3. Skill Level B: Technical jobs and skilled trades (e.g., chefs, cooks, plumbers, electricians) – usually require a college diploma or to train as an apprentice.
4. Skill Level C: Intermediate jobs (e.g., food and beverage servers, truck drivers, butchers) – usually need high school and/or job-specific training.
5. Skill Level D: Labour jobs (e.g., cleaning staff, oil field workers, fruit pickers) – on-the-job training is usually provided.

Based on this classification system, 65 of the 209 (33.3%) jobs held by the respondents before moving to Canada or the Bow Valley were intermediate jobs (Skill Level C) such as retail salespersons and food and beverage servers. An additional 60 jobs (30.8%) were classified as technical jobs and skilled trades (Skill Level B) including chefs and cooks. These findings are summarized in Table 23.

**Table 23:** Skill Level of Jobs Held by Adult Learners Prior to Moving

NOC Skill Level	Foreign-Born (n=113)		Canadian-Born						Overall (n=195)	
			Non-Indigenous (n=62)		Indigenous (n=20)		Total (n=82)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
O	10	8.8	4	6.5	0	0	4	4.9	14	7.2
A	29	25.7	13	21.0	0	0	13	15.9	42	21.5
B	35	31.0	20	32.2	5	25.0	25	30.5	60	30.8
C	36	31.9	19	30.6	10	50.0	29	35.4	65	33.3
D	11	9.7	11	17.7	6	30.0	17	20.7	28	14.4
<b>Total</b>	<b>121</b>	<b>NA</b>	<b>67</b>	<b>NA</b>	<b>21</b>	<b>NA</b>	<b>88</b>	<b>NA</b>	<b>209</b>	<b>NA</b>

Similar to the overall pre-move data, a slight majority (35.5%) of the jobs currently held by the respondents were classified as intermediate jobs (Skill Level C) and included food and beverage servers and cashiers. However, the second largest group of post-move jobs fell within Skill Level D (33.9%). These are classified labour jobs such as housekeepers (light duty cleaners) and food attendants and kitchen helpers (Table 24).

**Table 24:** Skill Level of Jobs Currently Held by Adult Learners

NOC Skill Level	Foreign-Born (n=157)		Canadian-Born						Overall (n=248)	
			Non-Indigenous (n=68)		Indigenous (n=23)		Total (n=91)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
O	6	3.8	8	11.8	1	4.3	9	9.9	15	6.0
A	2	1.3	10	14.7	1	4.3	11	12.1	13	5.2
B	34	21.7	24	35.3	5	21.7	29	31.9	63	25.4
C	53	33.8	22	32.4	12	52.2	34	37.4	88	35.5
D	69	43.9	7	10.3	7	30.4	14	15.4	84	33.9
<b>Total</b>	<b>164</b>	<b>NA</b>	<b>71</b>	<b>NA</b>	<b>26</b>	<b>NA</b>	<b>97</b>	<b>NA</b>	<b>263</b>	<b>NA</b>

The difference in the overall skill level of the jobs held by foreign-born respondents prior to moving to the Bow Valley compared to that of their current job is worth noting. While the percentage of intermediate jobs held is similar, there is a significant difference in the percentage of labour jobs held pre- (9.7%) versus post-move (43.9%) as summarized below:

<u>Adult Learner Group</u>	<u>Skill Level Prior to Move</u>	<u>Current Skill Level</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Level C (31.9%)</li> <li>• Level B (31.0%)</li> </ul>	<ul style="list-style-type: none"> <li>• Level D (43.9%)</li> <li>• Level C (33.8%)</li> </ul>
Canadian-Born	<ul style="list-style-type: none"> <li>• Level C (35.4%)</li> <li>• Level B (30.5%)</li> </ul>	<ul style="list-style-type: none"> <li>• Level C (37.4%)</li> <li>• Level B (31.9%)</li> </ul>

If skill level is used as a proxy for underemployment, “where an individual is not working in a field or position that matches their capabilities or skills” (Paterson & Dumulon-Lauziere, 2013), many foreign-born learners may be underemployed based on the difference between their pre- and post-move occupations.

### 3.3 Sample Profiles of Adult Learners

The adult educators who participated in this needs assessment represented three institutions or organizations that offer learning opportunities to members of the target learner groups: Bow Valley College, the Bow Valley Learning Council and the Banff Language School. For the most part, the services and programs they provide focus on English language learning, employability enhancement and workplace training. Depending on the specific program/course, they serve anywhere from four to 140 adult learners each year.

The majority of their students are 25 to 44-year old immigrants who live in Banff. They first learned to speak Tagalog or Japanese as a child. Typically, their students hold a foreign-earned university undergraduate or graduate degree or, if Canadian-born, a high school diploma or college/vocational certificate or diploma.

The adult educators provided some basic demographic information about their adult learners as summarized below. It is important to keep in mind that these profiles are limited; learner demographics vary depending upon individual course/program and not all of the courses/programs offered or students served are represented in the profiles.

<b>Bow Valley Learning Council</b>	
<b>Types of Programs Offered:</b>	<ul style="list-style-type: none"><li>• Basic/foundational education</li><li>• English as a Second Language (ESL)</li><li>• Employability enhancement</li></ul>
<b>Number of Adult Learners Served:</b>	<ul style="list-style-type: none"><li>• English language learners: 70-80/year</li><li>• Underemployed adults: 30+/year</li><li>• Literacy learners: 3-5/year</li></ul>
<b>Age:</b>	<ul style="list-style-type: none"><li>• Range: 18-45 years and older</li><li>• Majority: 25-34 years (closely followed by 35-44 years)</li></ul>
<b>Place of Residence (majority):</b>	<ul style="list-style-type: none"><li>• Banff / Canmore</li></ul>
<b>Languages Spoken (majority):</b>	<ul style="list-style-type: none"><li>• Japanese (small majority)</li></ul>
<b>Educational Credentials (majority):</b>	<ul style="list-style-type: none"><li>• High school/GED</li></ul>
<b>Status (majority):</b>	<ul style="list-style-type: none"><li>• Immigrants/newcomers to Canada</li></ul>

### Banff Language School

<b>Types of Programs Offered:</b>	<ul style="list-style-type: none"><li>• English language classes (ESL)</li><li>• Spanish classes</li></ul>
<b>Number of Adult Learners Served:</b>	<ul style="list-style-type: none"><li>• English language learners: 60-80/year</li><li>• Spanish language learners: 30/year</li></ul>
<b>Age:</b>	<ul style="list-style-type: none"><li>• Range: Under 18 to 45 years and older</li><li>• Majority: 18-34 years</li></ul>
<b>Place of Residence (majority):</b>	<ul style="list-style-type: none"><li>• Banff / Canmore</li></ul>
<b>Languages Spoken (majority):</b>	<ul style="list-style-type: none"><li>• Not applicable – no majority</li></ul>
<b>Educational Credentials (majority):</b>	<ul style="list-style-type: none"><li>• Foreign-earned university undergraduate/graduate degree</li></ul>
<b>Status (majority):</b>	<ul style="list-style-type: none"><li>• Immigrants/newcomers to Canada</li></ul>

### Bow Valley College

<b>Types of Programs Offered:</b>	<ul style="list-style-type: none"><li>• English as a Second Language (ESL)</li><li>• Employability enhancement</li><li>• Workplace training</li></ul>
<b>Number of Adult Learners Served:</b>	<ul style="list-style-type: none"><li>• English language learners: 60-140/year</li><li>• Underemployed adults: 20-30/year</li></ul>
<b>Age:</b>	<ul style="list-style-type: none"><li>• Range: 18-45 years and older</li><li>• Majority: 35-44 years</li></ul>
<b>Place of Residence (majority):</b>	<ul style="list-style-type: none"><li>• Banff / Canmore</li></ul>
<b>Languages Spoken (majority*):</b>	<ul style="list-style-type: none"><li>• Tagalog</li><li>• Japanese</li><li>• English</li></ul>
<b>Educational Credentials (majority*):</b>	<ul style="list-style-type: none"><li>• Foreign-earned university undergraduate degree</li><li>• High school/GED</li></ul>
<b>Status (majority):</b>	<ul style="list-style-type: none"><li>• Immigrants/newcomers to Canada</li></ul>

\*Majority varies depending on program.

## 4.0 THE FINDINGS – ACCESS TO LEARNING OPPORTUNITIES

The findings of the BVLNA presented in this section of the report focus on access to learning opportunities including awareness of opportunities, preferred methods of course delivery and barriers to participation in services and programs.

#### 4.1 Awareness of Learning Opportunities

The adult learners were asked if they had heard about any courses or training offered in the Bow Valley. The overall majority indicated that they had (65.8%) while 34.2% said that they had not (Table 25). Slightly more foreign-born than Canadian-born respondents reported hearing about courses or training offered locally.

**Table 25:** Adult Learners' Awareness of Training Opportunities

Response	Foreign-Born (n=180)		Canadian-Born						Overall (n=342)	
			Non-Indigenous (n=90)		Indigenous (n=72)		Total (n=162)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Yes	123	68.3	58	64.4	44	61.1	102	63.0	225	65.8
No	57	31.7	32	35.6	28	38.9	60	37.0	117	34.2
<b>Total</b>	<b>180</b>	<b>100.0</b>	<b>90</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>	<b>162</b>	<b>100.0</b>	<b>342</b>	<b>100.0</b>

According to the information summarized in Table 26, the adult learners heard about English language classes (49.3%), High School/GED (General Educational Development) (37.8%) and computer/technology training (35.1%) most frequently.

**Table 26:** Learning Opportunities Adult Learners Have Heard About

Response	Foreign-Born (n=123)		Canadian-Born						Overall (n=225)	
			Non-Indigenous (n=58)		Indigenous (n=44)		Total (n=102)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
English language	66	53.7	33	56.9	12	27.3	45	44.1	111	49.3
High school/GED <sup>1</sup>	29	23.6	24	41.4	32	72.7	56	54.9	85	37.8
Computer/technology	35	28.5	26	44.8	18	40.9	44	43.1	79	35.1
Accounting/financial	39	31.7	15	25.9	14	31.8	29	28.4	68	30.2
LINC <sup>2</sup>	61	49.6	NA <sup>3</sup>	–	NA <sup>3</sup>	–	NA <sup>3</sup>	–	61	27.1
Workplace communication	33	26.8	13	22.4	14	31.8	27	26.5	60	26.7
Management skills	22	17.9	15	25.9	18	40.9	33	32.4	55	24.4
Basic reading	27	22.0	12	20.7	13	29.6	25	25.5	52	23.1
Basic writing	24	19.5	12	20.7	12	27.3	24	23.5	48	21.3
Direction for Immigrants	26	21.1	NA <sup>3</sup>	–	NA <sup>3</sup>	–	NA <sup>3</sup>	–	26	11.6
Foreign Credential Recognition	11	8.9	NA <sup>3</sup>	–	NA <sup>3</sup>	–	NA <sup>3</sup>	–	11	4.9
Firefighter	1	0.8	3	5.2	0	0	3	2.9	4	1.8
Art courses / artsPlace	0	0	3	5.2	0	0	3	2.9	3	1.3
Nursing/health-related	1	0.8	1	1.7	1	2.3	3	2.9	3	1.3
Exercise/yoga	0	0	2	3.4	0	0	2	2.0	2	0.9
First Aid	0	0	2	3.4	0	0	2	2.0	2	0.9
General BVC courses	0	0	2	3.4	0	0	2	2.0	2	0.9
Other individual responses	1	0.8	6	10.3	1	2.3	7	6.9	8	3.6
<b>Total</b>	<b>376</b>	<b>NA</b>	<b>169</b>	<b>NA</b>	<b>135</b>	<b>NA</b>	<b>305</b>	<b>NA</b>	<b>680</b>	<b>NA</b>

<sup>1</sup> General Educational Development

<sup>2</sup> English Language Instruction for Newcomers to Canada

<sup>3</sup> Course/training program was not included on the Canadian-born version of the Adult Learner Survey.

When asked if they had taken any courses or training since moving to the Bow Valley, the overall majority of the survey respondents and focus group participants who participated in this study (74.2%) indicated that they had not (Table 27).

**Table 27: Whether Adult Learners Have Taken Courses/Training**

Response	Foreign-Born (n=197)		Canadian-Born						Overall (n=349)	
			Non-Indigenous (n=87)		Indigenous (n=65)		Total (n=152)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Yes	58	29.4	22	25.3	16	24.6	38	25.0	96	27.5
No	139	70.6	65	74.7	49	75.4	114	75.0	253	72.5
<b>Total</b>	<b>197</b>	<b>100</b>	<b>87</b>	<b>100</b>	<b>65</b>	<b>100</b>	<b>152</b>	<b>100</b>	<b>349</b>	<b>100</b>

The courses or training attended most frequently by the survey respondents overall were English language classes (28.2%), computer/technology training (21.2%) and workplace communication training (16.5%). These data are summarized in Table 28.

**Table 28: Courses/Training Taken by Adult Learners**

Response	Foreign-Born (n=48)		Canadian-Born						Overall (n=85)	
			Non-Indigenous (n=21)		Indigenous (n=16)		Total (n=37)			
	# Responses	% Respondents	# Responses	% Respondents	# Responses	% Respondents	# Responses	% Respondents	# Responses	% Respondents
English language	22	45.8	0	0	2	12.5	2	5.4	24	28.2
Computer/technology	5	10.4	4	19.1	9	56.3	13	35.1	18	21.2
LINC	15	31.3	NA	–	NA	–	NA	–	15	17.6
Workplace communication	10	20.8	3	14.3	1	6.3	4	10.8	14	16.5
High school/GED	2	4.2	3	14.3	4	25.0	7	18.9	9	10.6
Management skills	1	2.1	4	19.1	3	18.8	7	18.9	8	9.4
Accounting/financial	1	2.1	1	4.8	4	25.0	5	13.5	6	7.1
Basic writing	2	4.2	0	0	1	6.3	1	2.7	3	3.5
Online (Calgary, UofT) / MRC	3	6.3	0	0	0	0	0	0	3	3.5
Recreational activity	1	2.1	1	4.8	0	0	1	2.7	2	2.4
Spanish	1	2.1	1	4.8	0	0	1	2.7	2	2.4
First Aid	0	0	2	9.5	0	0	2	5.4	2	2.4
Other individual responses	6	12.5	10	47.6	0	0	10	27.0	16	18.8
<b>Total</b>	<b>69</b>	<b>NA</b>	<b>29</b>	<b>NA</b>	<b>24</b>	<b>NA</b>	<b>53</b>	<b>NA</b>	<b>122</b>	<b>NA</b>

The learning opportunities most frequently accessed by foreign-born versus Canadian-born learners varied as follows:

**Adult Learner Group**

**Skill Level Prior to Move**

Foreign-Born

- English language classes (45.8%)
- LINC (31.3%)
- Workplace communication (20.8%)

Canadian-Born

- Computer/technology training (35.1%)
- High School/GED (18.9%)
- Management skills training (18.9%)

Similar to the learners who completed an Adult Learner Survey, the focus group participants said that they had taken English language classes as well as the Language Instruction for Newcomers to Canada program, Workplace Communication for Rural Immigrants, Occupational Skills Training and a food handling/safety course through Bow Valley College. Other courses taken included, for example, a First Aid course and driver’s education. They also participated in a variety of sport/recreational programs (e.g., yoga, Pilates, swimming, kayaking).

The focus group participants were asked why adult learners living in the Bow Valley might to choose to take a course or enroll in a program. Their suggestions included to meet new people, make social connections (e.g., become friends with ‘native speakers’) and to better integrate into the community (e.g., belong). They felt that people would register for classes in order to improve their vocabulary and speaking skills, increase their self-confidence and to obtain Permanent Resident status. Upgrading workplace skills and job qualifications (e.g., food safety training) and being better able to speak to management at work were also mentioned.

The last question the adult learners were asked related to awareness of local programming was how they would like to hear about learning opportunities. Most frequently the survey respondents indicated that they would like to hear via Facebook and other social media (61.1%), The Bow Valley Crag and Canyon and/or Rocky Mountain Outlook (48.1%) and community bulletin boards (at Safeway, a café, etc.) (42.1%). Their responses are summarized in Table 29.

**Table 29: How Adult Learners Would Like to Hear about Courses/Training**

Response	Foreign-Born (n=176)		Canadian-Born						Overall (n=337)	
			Non-Indigenous (n=86)		Indigenous (n=75)		Total (n=161)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Facebook/other social media	103	58.5	59	68.6	44	58.7	103	64.0	206	61.1
Local newspaper	85	48.3	41	47.7	36	48.0	77	47.8	162	48.1
Community bulletin boards	60	34.1	43	50.0	39	52.0	82	50.9	142	42.1
Banff Recreation Guide	54	30.7	24	27.9	13	17.3	37	23.0	91	27.0
Agency websites	33	18.8	19	22.1	16	21.3	35	21.7	68	20.2
Canmore Recreation Guide	22	12.5	18	20.9	17	22.7	35	21.7	57	16.9
Word-of-mouth (e.g., family)	9	5.1	1	1.2	1	1.3	2	1.2	11	3.3
Email	3	1.7	4	4.7	0	0	4	2.5	7	2.1
At work	1	0.6	3	3.5	0	0	3	1.9	4	1.2
Google search	0	0.6	1	1.2	1	1.3	2	1.2	2	0.6
Other individual responses	2	1.1	6	7.0	3	4.0	9	6.8	11	9.2
<b>Total</b>	<b>372</b>	<b>NA</b>	<b>219</b>	<b>NA</b>	<b>170</b>	<b>NA</b>	<b>389</b>	<b>NA</b>	<b>761</b>	<b>NA</b>

In addition to the methods mentioned above, the focus group participants also suggested advertising services and programs on the radio (Mountain FM) and by displaying pamphlets at the post office, health clinics, banks and other local businesses.

## 4.2 Preferred Methods of Learning

The individuals who completed an Adult Learner Survey were asked how they preferred to learn. Most frequently they reported that they would prefer to learn in a classroom with other students (31.6%), one-on-one with an instructor (21.0%), and a combination of classroom and online instruction (35.7%) (Table 30). The percentage of foreign-born and Canadian-born (non-Indigenous and Indigenous) who said that they preferred classroom instruction was similar. However, the percentage of Indigenous learners who indicated that they preferred one-on-one instruction (53.1%) was higher than either non-Indigenous (34.4%) or foreign-born (35.2%) respondents.

**Table 30: Adult Learners Preferred Methods of Learning**

Response	Foreign-Born (n=179)		Canadian-Born						Overall (n=350)	
			Non-Indigenous (n=90)		Indigenous (n=81)		Total (n=171)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
In classroom	107	59.8	53	58.9	46	56.8	99	57.9	206	58.9
One-on-one with instructor	63	35.2	31	34.4	43	53.1	74	43.3	137	39.1
Combination classroom/online	67	37.4	36	40.0	22	27.2	58	33.9	125	35.7
Online course	60	33.5	36	40.0	27	33.3	63	36.8	123	35.1
Video or teleconference	12	6.7	8	8.9	7	8.6	15	8.8	27	7.7
Correspondence/distance	13	7.3	10	11.1	3	3.7	13	7.6	26	7.4
In the field (hands-on)	0	0	1	1.1	1	1.2	2	1.2	2	0.6
Other individual responses	1	0.6	2	2.2	0	0	2	1.2	3	0.9
<b>Total</b>	<b>323</b>	<b>NA</b>	<b>177</b>	<b>NA</b>	<b>149</b>	<b>NA</b>	<b>326</b>	<b>NA</b>	<b>649</b>	<b>NA</b>

### 4.3 Barriers to Access

Survey respondents, focus group participants, key informants and labour market contacts were all asked to identify barriers to accessing learning opportunities within the Bow Valley.

#### 4.3.1 Identified by the Adult Learners

First of all, the individuals who completed an Adult Learner Survey were asked if there was anything that might make it difficult for them to take a course and the majority (72.0%) said that there was. Based on the information presented in Table 31, a slightly higher percentage of Canadian-born Indigenous learners (77.0%) indicated that this was the case than did either the non-Indigenous (73.6%) or foreign-born (69.1%) respondents.

**Table 31: Whether Adult Learners Experience Barriers to Learning Opportunities**

Response	Foreign-Born (n=178)		Canadian-Born						Overall (n=339)	
			Non-Indigenous (n=87)		Indigenous (n=74)		Total (n=161)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Yes	123	69.1	64	73.6	57	77.0	121	75.2	244	72.0
No	55	30.9	23	26.4	17	23.0	40	24.8	95	28.0
<b>Total</b>	<b>178</b>	<b>100.0</b>	<b>87</b>	<b>100.0</b>	<b>74</b>	<b>100.0</b>	<b>161</b>	<b>100.0</b>	<b>339</b>	<b>100.0</b>

While a variety of barriers to access were identified, those most frequently mentioned overall included where a course or program is held (which community) (47.1%), course cost/fee (46.3%) and lack of time (34.8%) (see Table 32).



**Table 32: Barriers to Accessing Learning Opportunities**

Response	Foreign-Born (n=123)		Canadian-Born						Overall (n=244)	
			Non-Indigenous (n=64)		Indigenous (n=57)		Total (n=121)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Where course is held	57	46.3	27	42.2	31	54.4	58	47.9	115	47.1
Course costs too much	64	52.0	32	50.0	17	29.8	49	40.5	113	46.3
Too busy to take course	50	40.7	28	43.8	7	12.3	35	28.9	85	34.8
When course is offered	39	31.7	28	43.8	6	10.5	34	28.1	73	29.9
Lack of transportation	25	20.3	8	12.5	32	56.1	40	33.1	65	26.6
Can't get time off work	30	24.4	19	29.7	7	12.3	26	21.5	56	23.0
Course is too long	14	11.4	8	12.5	5	8.8	13	10.7	27	11.1
Not eligible to take course	11	8.9	7	10.9	9	15.8	16	13.2	27	11.1
Lack of childcare	11	8.9	6	9.4	7	12.3	13	10.7	24	9.8
Trouble speak/listen in English	10	8.1	0	0	8	14.0	8	6.6	18	7.4
Trouble writing in English	6	4.9	0	0	9	15.8	9	7.4	15	6.1
Trouble reading in English	5	4.1	0	0	5	8.8	5	4.1	10	4.1
Course is too difficult	1	0.8	2	3.1	6	10.5	8	6.6	9	3.7
Family responsibilities	0	0	3	4.7	0	0	3	2.5	3	1.2
Lack of community support	0	0	0	0	3	5.3	3	2.5	3	1.2
Not enough room in class	1	0.8	1	1.6	0	0	1	0.8	2	0.8
Lack of personal motivation	1	0.8	1	1.6	0	0	1	0.8	2	0.8
Other individual responses	2	1.6	0	0	2	3.5	2	1.7	4	1.6
<b>Total</b>	<b>327</b>	<b>NA</b>	<b>170</b>	<b>NA</b>	<b>154</b>	<b>NA</b>	<b>324</b>	<b>NA</b>	<b>651</b>	<b>NA</b>

While cost or tuition fee was cited by all three adult learner groups, their responses differed somewhat as follows:

<u>Adult Learner Group</u>	<u>Barriers to Access</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Cost of course (52.0%)</li> <li>• Location of course (46.3%)</li> <li>• Too busy to take course (40.7%)</li> </ul>
Canadian-Born (non-Indigenous)	<ul style="list-style-type: none"> <li>• Cost of course (52.0%)</li> <li>• When course is offered (43.8%)</li> <li>• Too busy to take course (43.8%)</li> </ul>
Canadian-Born (Indigenous)	<ul style="list-style-type: none"> <li>• Transportation (56.1%)</li> <li>• Location of course (54.4%)</li> <li>• Cost of course (29.8%)</li> </ul>

Like the survey respondents, the focus group participants identified course cost, schedule and level of instruction (e.g., English language skills do not match level of instruction) as considerations when deciding whether or not to enroll in a course. They also mentioned a number of work-related barriers. Conflicting work and program schedules was identified as a significant barrier. As well, lack of employer support was mentioned. For example, some employers are unwilling to rearrange the work schedule or give time off to take a course. As well, a focus group participant mentioned that they felt 'guilty' taking courses while their co-workers worked while another suggested that adult learners 'prioritize work needs over their own.'

### **4.3.2 Identified by the Key Informants**

The key informants<sup>3</sup> were asked what factors they felt facilitated or made it possible for adult learners to access learning opportunities in the Bow Valley. Several interviewees mentioned that certain programs are offered free of charge to permanent residents (e.g., Occupational Skills Training, Language Instruction for Newcomers to Canada – LINC). Many classes, especially in Banff, are held in a central location which means the learners can walk to class. And extended ROAM Transit services (route and schedule) make learning opportunities, in both Canmore and Banff, more accessible. Interagency collaboration was also mentioned as it facilitates the referral of “clients” to appropriate services and programs including, for example, English language learning classes. Lastly, classes that are offered on weekday evenings are a better fit with most adult learners’ work schedules (e.g., they work fulltime during the day and on weekends).

In addition to factors that facilitate participation in learning opportunities, the key informants also identified a number of barriers adult learners face. First of all, it can be challenging for learners to find a class/program schedule that does not conflict with their work schedule, especially if they work multiple jobs. The ‘when’ and ‘where’ of programming is important as weekends “don’t work for hospitality” and evenings may be difficult for people who have a family. As well, work schedules can change with little or no notice making it difficult for learners to attend class and/or complete a program. While some employers are willing and/or able to accommodate their employees learning needs, others are not. As one interviewee pointed out, a [learning] “opportunity is lost” because many learners do not have the skills or self-confidence to advocate for themselves with their employers.

Transportation was also identified as a barrier to participation by several key informants. If a learner does not have a car or is, as one interviewee suggested, “apprehensive” about using ROAM Transit, they might not be able to attend a class. Lack of transportation may be an even more significant challenge for learners who live outside Banff and Canmore including those who live in Morley.

Other challenges mentioned by the interviewees included lack of awareness among the target learner groups regarding programming and services and lack of affordable, stable childcare. Courses offered solely online may be difficult to participate in if a learner does not have access to a computer and/or the skills to navigate websites, etc. in English. And lastly, program fees do not always reflect the minimum wage earned by many adult learners in the Bow Valley.

## **5.0 THE FINDINGS – IDENTIFIED NEEDS**

All of the individuals who participated in the BVLNA identified learner needs – needs related to English language skills, the current and projected needs of the labour market, and the education, training and support needs identified by the adult learners themselves.

### **5.1 English Language Skills**

The key informants and adult educators provided feedback on the skills or knowledge English language, literacy and/or underemployed adult learners need in order to stay in the Bow Valley and be successful.

First of all, a number of key informants focused on English language skills. They suggested that English language learners (foreign- and Canadian-born) focus on speaking and listening skills first before reading

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<sup>3</sup> The responses provided by the two labour market contacts who participated in this study are included in this discussion.

and writing. One interviewee maintained that “with better language skills come better job opportunities.” Coaching and support was also suggested for adult learners who have completed training and are ready for the “next steps” in their careers (e.g., a new or better job).

Secondly, the key informants identified workplace communication training (e.g., non-verbal communication, problem solving) as a need for all adult learners, not just Permanent Residents. And, offering more courses for temporary residents such as LINC, the International English Language Testing System (IELTS) and the Canadian English Language Proficiency Index Program (CELPIP) was mentioned as a learning need. As well, they felt that learners need help with basic job-related skills such as resume writing and preparing for a job interview and awareness training related to cultural differences in communication within the workplace. Several interviewees felt that basic computer and online search/navigation skills would not only benefit adult learners at work but in their personal lives as well.

The adult educators who completed a survey felt that their students were fairly skilled in the areas of oral communication, basic reading and writing skills, listening and comprehension, numeracy, document use and digital technology upon completion of their course. However, several educators did stress that their students’ English language skills and knowledge depend on the program, the level of instruction (beginner/advanced), and how “long the students stay” (e.g., whether or not they complete the course).

When asked if they had noticed any changes over the past five years in the types of adult learners they serve, one adult educator indicated that they currently “encounter” more people with a focus on test-taking (IELTS and CELPIP). They attributed this to the fact that it has become more difficult to obtain Permanent Resident status. Another found that more of their students had been in Canada and/or the Bow Valley for three to 10 years versus new immigrants. A third educator felt that there has been an increase in the number of students with mid- to high-level English language skills and fewer that fall into Bow Valley College’s lower level class.

## **5.2 Labour Market Needs**

The labour market contacts were asked if, in the past 12 months, businesses within their sector experienced any difficulties hiring qualified staff. Their answer to that question was an ‘emphatic’ yes. Commitment was identified as an issue – workers want fulltime work but frequently leave early because of personal commitments or to travel. One interviewee observed that Canadian employees tend to leave much more quickly than those from other countries. As well, recruiting and keeping staff is challenging due to a lack of accommodation within the Bow Valley. While many businesses are able to accommodate a single person in staff accommodation, “good,” qualified people leave when families are reunified. Very simply, they are unable to find affordable, suitable rental housing.

The labour market interviewees expect that guest room attendants, line cooks, food and beverage servers and kitchen stewards will pose the greatest hiring challenges over the next three to five years. Limited education and basic English language skills are required for the majority of these positions. All workers must be able to read English. One interviewee also suggested that they should complete the Worksite Hazardous Materials Information System (WHMIS) course and, while the requirements for line cooks vary, most require a technical school certificate and/or training. In their opinion, new employees often lack time management skills and an “understanding of service.”

According to the Fall 2016 *Bow Valley Labour Market Review*, The Job Resource Centre received 1,787 job requests from employers in the Bow Valley between February 1 and July 31, 2016. Demand was highest

in the food and beverage sector (41.1%), housekeeping and cleaning (11.9%), and sales and service (11.4%).

### 5.3 Courses/Training Requested by Adult Learners

The adult learners who completed a survey suggested 63 different courses that they would like offered in the future. Only those topics identified by five or more respondents overall are presented in Table 33. The topics suggested by fewer than five respondents are included in Appendix C. The courses and/or training mentioned most frequently overall were accounting or financial-related courses including money management (14.9%), management skills training (13.8%) and computer/technology training (11.8%).

**Table 33:** Courses/Training Requested by Adult Learners

Response	Foreign-Born (n=99)		Canadian-Born						Overall (n=195)	
			Non-Indigenous (n=45)		Indigenous (n=51)		Total (n=96)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Accounting/financial	16	16.2	7	15.6	6	11.8	13	13.5	29	14.9
Management skills	9	9.1	7	15.6	11	21.6	18	18.2	27	13.8
Computer/technology	10	10.1	6	13.3	7	13.7	13	13.5	23	11.8
English language classes	16	16.2	1	2.2	1	2.0	2	2.1	18	9.2
French classes	8	8.1	5	11.1	1	2.0	6	6.3	14	7.2
Cooking/culinary	5	5.1	2	4.4	2	3.9	4	4.2	9	4.6
Business communication	6	6.1	3	6.7	0	0	3	3.1	9	4.6
Job/career specific	3	3.0	1	2.2	5	9.8	6	6.3	9	4.6
Spanish classes	3	3.0	4	8.9	1	2.0	5	5.2	8	4.1
Teacher Assistant/Aide	4	4.0	3	6.7	0	0	3	3.1	7	3.6
Owning a small business	2	2.0	1	2.2	3	5.9	4	4.2	6	3.1
High School/GED	0	0	0	0	6	11.8	6	6.3	6	3.1
First Aid / wilderness First Aid	2	2.0	2	4.4	1	2.0	3	3.1	5	2.6
Art/craft class	2	2.0	3	6.7	0	0	3	3.1	5	2.6
Mechanic course	2	2.0	1	2.2	2	3.9	3	3.1	5	2.6
4 Respondents/topic	15	15.2	3	6.7	2	3.9	5	5.2	20	10.3
3 Respondents/topic	12	12.1	6	13.3	9	17.6	15	15.6	27	13.8
2 Respondents/topic	12	12.1	7	15.6	5	9.8	12	12.5	24	12.3
Other individual responses	7	7.1	8	17.8	7	13.7	15	15.6	22	11.3
<b>Total</b>	<b>134</b>	<b>NA</b>	<b>70</b>	<b>NA</b>	<b>69</b>	<b>NA</b>	<b>139</b>	<b>NA</b>	<b>273</b>	<b>NA</b>

The 'top' three topics identified by Canadian-born learners were slightly different than those identified by Foreign-born respondents as follows:

**Adult Learner Group**

**Most Requested Courses/Topics**

Foreign-Born

- Accounting/financial course (16.2%)
- English language classes (16.2%)
- Computer/technology training (10.1%)

Canadian-Born

- Management skills training (18.2%)
- Computer/technology training (13.5%)
- Accounting/financial course (13.5%)

The topics that the focus group participants were most interested in bridging and certification programs for Licensed Practical Nurses and for several trades (e.g., electrician, motor mechanics), cooking/culinary courses and Red Seal standards program. They also mentioned that they would like to take a computer course, cultural awareness and hobby-related courses such as carpentry. A number of their requests were

related to English language learning; pronunciation, grammar, vocabulary, and advanced level classes. They felt that there should be more focus on listening and communication skills including writing in English. Classes on writing and preparing for an interview were also requested.

#### 5.4 Gaps in Current Services and Programming

The key informants, adult educators and labour market contacts were asked if they felt there were any gap in current services and programs in the Bow Valley. According to the key informants, English language learning options for high-level adult learners and courses on financial literacy and business writing skills are gaps. Basic computer training was also mentioned since Bow Valley College no longer offers a program. One interviewee felt that LINC should be offered more often while another suggested that services and programs should be available/offered year-round (e.g., no break in programming over the summer). It was also recommended that more options for “professional education” be offered locally such as bridging programs that help learners move into jobs that align with their existing skills and education. And two-year diplomas should also be offered such as SAIT’s Power Engineering Diploma program.

Lastly, a key informant identified a gap specific to learners who live in Morley. They explained that if one of the three Bands that comprise the Stoney Nakoda First Nation offers a program they may only be able to accommodate their own Band members. This means that not all community members have access to all training opportunities offered on-reserve. It also means that some services and programs may be duplicated.

Similarly, the adult educators were asked to what extent they felt current programming in the Bow Valley is able to meet the learning needs of English language, literacy and underemployed adults. Digital technology programming received the lowest (5.8) and listening/comprehension skills the highest (7.3) average rating on a 10-point scale where 1 was ‘Does Not Meet’ and 10 was ‘Meets Very Well.’ In other words, current programming is least able to meet the digital technology learning needs of adult learners and most able to meet those related to listening and comprehension. The respondents’ ratings are summarized in Table 34. The educators felt that, with the exception of digital technology and basic writing skills, English language learning needs were, currently, fairly well met in the Bow Valley.

**Table 34:** Adult Learners English Language Skills

English Language Skill Area	Range	Average
Listening/comprehension	6-9	7.3
Oral communication	6-9	7.1
Basic reading	5-10	7.0
Numeracy	6-10	7.0
Document use	6-10	7.0
Basic writing	5-8	6.6
Digital technology	2-8	5.8

On the other hand, neither labour market contact was aware of what learning opportunities were available to adult learners. For this reason, they identified advertising as a gap in current services. Therefore, they suggested that learning opportunities should be marketed better and that any marketing campaign should “use the medium that learners use” such as faith organizations, community groups, employers, social media, newspapers and radio. One interviewee also suggested that programming advertisements should be translated.

## 5.5 Types of Support Needed by Adult Learners

The last question asked the adult learners was what supports they need in order to stay in the Bow Valley and be successful. Similar responses given by seven or more learners are summarized in Table 35; responses common to fewer than seven learners are presented in Appendix C. Based on the information provided above, affordable accommodation or housing (30.2%), financial support (16.2%) and a support system (family, friends, community) (11.7%) were mentioned by the respondents most frequently overall.

**Table 35:** Types of Support Needed by Adult Learners

Response	Foreign-Born (n=121)		Canadian-Born						Overall (n=222)	
			Non-Indigenous (n=60)		Indigenous (n=41)		Total (n=101)			
	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents	# of Responses	% Total Respondents
Affordable accommodation	33	27.3	30	50.0	4	9.8	34	33.7	67	30.2
Financial support / money	15	12.4	11	18.3	10	24.4	21	20.8	36	16.2
Support system	6	5.0	11	18.3	9	22.0	20	19.8	26	11.7
A job	10	8.3	5	8.3	4	9.8	9	8.9	19	8.6
Affordable/free tuition	15	12.4	2	3.3	1	2.4	3	3.0	18	8.1
Increased job opportunities	8	6.6	6	10.0	4	9.8	10	9.9	18	8.1
Additional training/education	7	5.8	6	10.0	5	12.2	11	10.9	18	8.1
Higher/better wages	6	5.0	7	11.7	1	2.4	8	7.9	14	6.3
Transportation	4	3.3	2	3.3	8	19.5	10	9.9	14	6.3
English classes	13	10.7	0	0	0	0	0	0	13	5.9
Affordable, good-quality food	7	5.8	4	6.7	0	0	4	4.0	11	5.0
Stable, full-time employment	7	5.8	3	5.0	1	2.4	4	4.0	11	5.0
Help with Visa process	9	7.4	0	0	0	0	0	0	9	4.1
Childcare	1	0.8	1	1.7	7	17.1	8	7.9	9	4.1
Better/good job	4	3.3	3	5.0	0	0	3	3.0	7	3.2
Affordable cost of living	5	4.1	2	3.3	0	0	2	2.0	7	3.2
6 Respondents/topic	9	7.4	2	3.3	1	2.4	3	3.0	12	5.4
5 Respondents/topic	4	3.3	6	10.0	0	0	6	5.9	10	4.5
3 Respondents/topic	9	7.4	2	3.3	1	2.4	3	3.0	12	5.4
2 Respondents/topic	9	7.4	1	1.7	2	4.9	3	3.0	12	5.4
Other individual responses	9	7.4	5	8.3	2	4.9	7	6.9	16	7.2
<b>Total</b>	<b>190</b>	<b>NA</b>	<b>109</b>	<b>NA</b>	<b>60</b>	<b>NA</b>	<b>169</b>	<b>NA</b>	<b>359</b>	<b>NA</b>

The types of support needed by the survey respondents differed among the three learner groups as follows:

<u>Adult Learner Group</u>	<u>Support Needed</u>
Foreign-Born	<ul style="list-style-type: none"> <li>• Affordable accommodation (27.3%)</li> <li>• Financial (12.4%)</li> <li>• Affordable course fees (12.4%)</li> </ul>
Canadian-Born (non-Indigenous)	<ul style="list-style-type: none"> <li>• Affordable accommodation (50.0%)</li> <li>• Financial (18.3%)</li> <li>• Support system (18.3%)</li> </ul>
Canadian-Born (Indigenous)	<ul style="list-style-type: none"> <li>• Financial (24.4%)</li> <li>• Support system (22.2%)</li> <li>• Transportation (19.5%)</li> </ul>

The adult learners who participated in all three focus groups identified affordable, permanent housing and English language skills as needs. They also felt that free tuition for courses offered through Bow Valley College and financial support were needed in order to stay and be successful in the Bow Valley.

## 6.0 DISCUSSION

This final section of the report provides a summary of the findings of the Bow Valley Adult Learner Needs Assessment. Recommendations for the future development and/or delivery of services and programs for adult learners are also put forward for consideration.

### 6.1 Summary of the Findings

The adult learners who participated in this needs assessment provided a variety of information about themselves including demographic characteristics, past and current occupations, and access to learning opportunities as follows:

- The average age of the adult learners who took part in the needs assessment was 33.8 years.
- The majority of adult learners were born in the Philippines (foreign-born), Ontario (Canadian-born non-Indigenous) and Alberta (Canadian-born Indigenous).
- Most foreign-born learners moved directly from their country of birth to the Bow Valley. On average, Canadian-born Indigenous learners had lived in the Bow Valley the longest (33.3 years) followed by non-Indigenous (8.2 years) and foreign-born (4.1 years) learners.
- With respect to their status in Canada, the majority of foreign-born learners were Permanent Residents followed closely by those who held a Working Holiday Visa.
- Both foreign- and Canadian-born non-Indigenous learners reported higher levels of education than did Indigenous study participants. Reasons for not currently using past education and training included: (a) not applicable in their current job; (b) lack of jobs in the Bow Valley in their area of training; and (c) their training is not recognized in Canada.
- The overall majority of adult learners were employed fulltime (30 hours or more per week). However, the reported rate of unemployment among Indigenous learners was considerably higher than among both non-Indigenous and foreign-born learners.
- In general, the jobs held by the learners before moving to Canada or the Bow Valley were classified as Skill Level C (e.g., retail salespersons and food and beverage servers) and Skill Level B (chefs and cooks) occupations. While current jobs were also classified as Skill Level C occupations (e.g., food and beverage servers and cashiers), the second largest group of post-move jobs were classified as Skill Level D (e.g., housekeepers and food attendants and kitchen helpers). A higher percentage of foreign-born learners held Skill Level D or labour jobs after moving to the Bow Valley than did pre-move.
- While most adult learners overall had heard about courses or training offered in the Bow Valley, they had not participated in any learning opportunities. The majority of learners would like to hear about current and upcoming programming through Facebook and other social media, local newspapers and postings on community bulletin boards.
- The overall majority of adult learners said that it was difficult for them to take a course depending on where it was held (Banff versus Canmore), how much it cost to take the course and whether or not they had time to take it. In addition, the key informants identified conflicting work and course schedules, and a lack of transportation as barriers.

In addition to the above, a number of adult learner needs were identified:

- The English language skills of adult learners are a significant factor with respect to employment within the Bow Valley including occupation, level of responsibility, wage and job satisfaction. However, these skills are also important for the social integration of learners into the community and workplace. English language training is currently a significant need for foreign-born as well as French-speaking Canadian learners.
- The individuals who participated in this needs assessment identified conflicting work and program schedules as a significant barrier to accessing learning opportunities offered in the Bow Valley. The need to address this particular issue was repeated and stressed by both adult learners and service providers.
- Employer support is needed if adult learners are to take full advantage of the courses and programming available to them.
- There is a need to increase awareness of current and upcoming programming in the Bow Valley through more targeted advertising using Facebook and other social media, notification by email and through the workplace.
- Adult learners identified a number of courses or training that they would like offered in the Bow Valley including, most frequently, accounting or finance-related courses (e.g., money management), management skills training and computer/technology training.
- A number of logistical needs were also identified, most notably, transportation and childcare.
- Lastly, the supports adult learners felt they needed in order to stay in the Bow Valley and be successful were affordable accommodation or housing, financial support and a support system (family, friends, community).

## **6.2 Recommendations**

The following recommendations are based on the information provided by the adult learners, service providers and educators who participated in the BVLNA.

1. In order to address the issue of conflicting work and course schedules, it will be necessary to be creative and flexible regarding where and when training is offered. For example, training could be coordinated with large employers in the Bow Valley to hold training on-site. This would not only increase workers' access to training, but result in less time lost on-the-job due to travel.
2. Collaborate with local businesses and industry (e.g., the hospitality sector, construction) to identify intermediate and long-term staffing needs. Learning opportunities could then be developed and offered accordingly. For example, it might be possible to collaborate with postsecondary institutions, such as SAIT, to increase access to affordable certificate and diploma career-related programs in the Bow Valley. Employers who benefit most from such programs could help fund them.
3. Employers need to be made more aware of the types of learning opportunities available to adult learners and the importance of their workers' participation in these opportunities in terms of costs (e.g., staffing/scheduling issues, time away from work) and benefits which include a more well-trained, productive workforce.



4. Depending on the availability of resources (funding and educators), as well as sufficient interest and enrollment on the part of adult learners, the possibility of running the same course at different times of the day or days of the week concurrently should be explored.
5. When courses are offered is most important to adult learners. Demands of work and family make it difficult for many to participate in learning opportunities. Therefore, the possibility of running more courses during the shoulder season or year-round, without a break over the summer, should be considered.
6. It is suggested that service providers partner with on-reserve educators to offer education courses and training in Morley. It is anticipated that this would address, at least in part, the need for transportation as well as ensure access to learning opportunities for all community members. Training could include, for example, basic upgrading and essential skill development for adult learners.
7. A workplace communication program, based on Bow Valley Colleges' Workplace Communication for Rural Immigrants, should be considered. This program would be open to all English language learners including French-speaking Canadians and Temporary Foreign Workers.
8. Cost was identified as a significant barrier to accessing learning opportunities. Therefore, English language classes should be available free of charge to all adult learners including French-speaking Canadians and Temporary Foreign Workers. Financial support, in the form of bursaries, employer assistance, etc., could help alleviate the cost of courses (tuition fees).
9. The possibility of reimbursing tuition fees, in whole or in part, upon completion of a course of study is suggested. This would help subsidize the costs incurred by adult learners for transportation, childcare, etc.

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