### **Adult Learning Needs Assessment**

Your Community. Your Future. Your Voice.

October 2019







### The Roundtable on Capacity Building Journey

### Developing a shared vision and plan

Phase I

March 2013
Roundtable with
Post-Secondary
Students
(Ottawa)

Phase II

2014-15 Community Tours **CIS-SWIP Report** 

March 2016

Implementation
Strategy with
Action Plan

### Goals

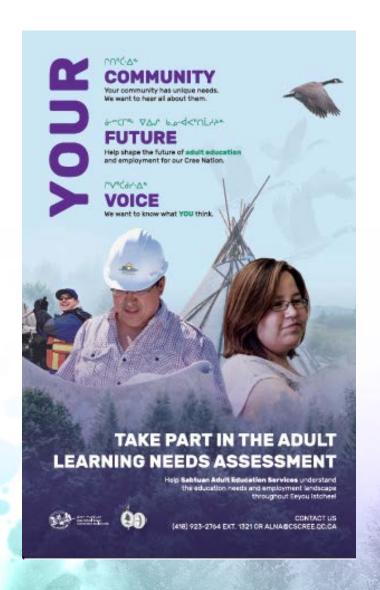
- Capacity building
- Sustainable employment
- Training centres used to their full potential

### **Opportunities**

- Upcoming capital projects (training centres)
- Increased funding
- Growing population

### **Challenges**

- Levels of education, training, and experience
- Lack of data to define direction



FUTURE VOICE
Family Life

Motivation & Goals



**Available Jobs** 

When we know the mindset, opportunities, challenges and goals of our people, we can build solutions that truly support their success.

Perception of Education

Programs of Interest

**Employment Experiences** 

### What is the Adult Learning Needs Assessment (ALNA)?

The Adult Learning Needs Assessment is a wide-scale consultation and data collection effort that seeks to understand community needs in order to develop an overarching strategy for adult education programs and services across Eeyou Istchee.



- Crystalize ideas, opinions and needs into concrete data to provide recommendations for programs and services
- Identify areas of expertise for learning centres across Eeyou Istchee.
- Create a sustainable methodology and knowledge transfer to conduct future needs assessment.

### **ALNA Project Overview**



Sabtuan Adult Education Services
Service de l'éducation des adultes Sabtuan

Community Member Survey
Adult Education Needs Assessment
(AENA)





Employer Survey
Community Employment
Needs Assessment (CENA)





#### **Qualitative interviews**

- Community members with and without diploma
- Current & former SAES students
- Employers





The Adult Learning Needs Assessment consolidated report.





### **ALNA Timeline**

**CURRENT STEP Spring 2019 Summer 2019** Fall 2019 Winter 2020 **Spring 2020 Inland surveys Coastal Surveys** AENA -Consolidated Mistissini, Oujé-Chisasibi, Waskaganish, Community Wemindji, Whapmagoostui, Bougoumou, Members Report **Interviews & Qualitative analysis** Nemaska, Waswanipi Eastmain Same order as above - community specificpreliminary reports to be released after each analysis is complete Scheduled for release CFNA -**CENA** surveys in Spring 2020 June-September 2019 **Employers** 







Qualitative
Community members, SAES
students and employers



ALNA
Adult Learning Needs
Assessment

### What Makes the ALNA Unique?

- We are taking a community-first approach. We are isolating data from different communities so we can understand the <u>unique</u> needs of each and build local AND regional strategies.
- We are focusing on the 15-45 year old demographic for our community member data. While everyone has a voice in the ALNA, and we collected surveys from a variety of adults, we understand the experiences and perspective of this demographic is critical to our future as a Nation.
- The assessment and its results are not siloed. This began as a joint project between entities and we hope everyone in this room will benefit from the data.

### **Adult Learning Needs Assessment Survey Status report**



#### **AENA**

- Conducted since February 6<sup>th</sup>, 2019
- 3 068 surveys were collected
  - 412 in Mistissini
  - 208 in Nemaska
  - 336 in Oujé-Bougoumou
  - 330 in Waswanipi
  - 445 in Chisasibi
  - 375 in Waskaganish
  - 368 in Wemindji
  - 319 in Eastmain
  - 218 in Whapmagoostui
- 2 563 surveys were analyzed (focus on 15-45)
- The analysis and additional sub-analysis were done by:
  - Gender
  - Education/diploma
  - Occupation



- Conducted since July 8<sup>th</sup>, 2019
- We spoke with 346 Cree and non-Cree companies and collected data from 238 surveys were collected
  - 15 in Whapmagoostui
  - 40 in Chisasibi
  - 25 in Wemindji
  - 13 in Waskaganish (20 surveys outstanding)
  - 24 in Eastmain
  - 33 in Nemaska
  - 27 in Waswanipi (16 surveys outstanding)
  - 18 in Ouje-Bougoumou
  - 49 in Mistissini

### Adult Learning Needs Assessment

### **Preliminary Results**



### **Programs of Interest & Jobs**

### Why it matters

 Identify community interest and employment gaps that can have an impact on the economical development of the community

 We need to understand community members interests and employer needs when building our programs

### **Top Programs Across all Communities**

- 1 Cree Language
- 2 Traditional Knowledge & Skills
- 3 Cree Culture and History
- 4 Starting a Business

# Additional Top 10 Preferred Programs





### Whapmagoostui

- 5. Professional cook/chef
- 6. Carpenter
- Entrepreneur/ Starting a business
- 8. Early Childhood Educator & Assistant
- Construction Business Manager
- 10. Heavy Equipment Operator
- 11. Elementary or High School Teacher
- 12. Heavy Machinery Mechanic
- 13. Accountant
- 14. Office Assistant/ Secretary

### Wemindji

- 5. Heavy Equipment Operator
- 6. Professional cook/chef
- 7. Truck driver
- 8. Carpenter
- Heavy Machinery Mechanic
- 10. Office Assistant/
  Secretary
- 11. Accountant
- 12. Construction Business Manager
- 13. Project Manager
- 14. Northern Building Maintenance

### Waskaganish

- 5. Heavy Equipment Operator
- Professional cook/ chef
- 7. Emergency Medical Technician
- 8. Project Manager
- 9. Carpenter
- 10. Heavy Machinery Mechanic
- 11. Accountant
- 12. Car Service Technician
- 13. Construction Business Manager
- 14. Truck driver

# Additional Top 10 Preferred Programs





### Nemaska

- 5. Heavy Equipment Operator
- 6. Carpenter
- 7. Emergency Medical Technician
- 3. Accountant
- 9. Heavy Machinery Mechanic
- 10. Body Repair and Car Painter
- 11. Project Manager
- 12. Construction Business Manager
- 13. Car Service Technician
- 14. Truck driver

### Waswanipi

- 5. Project Manager
- 6. Professional cook/chef
- 7. Protection & Dev. of Wildlife Habitats
- 8. Emergency Medical Technician
- 9. Accountant
- 10. Heavy Equipment Operator
- 11. Office Assistant/Secretary
- 12. Marketing/
  Communication
- 13. Construction Business Manager
- 14. Travel Agent

### Oujé-Bougoumou

- 5. Emergency Medical Technician
- 6. Project Manager
- 7. Heavy Equipment Operator
- 8. Social Services Worker
- 9. Accountant
- 10. Nurse
- 11. Doctor
- 12. Construction Business Manager
- 13. Dental Hygienist
- 14. Professional cook/chef

## **Current Positions/job**

### Community Employment Needs Assessment





### Chisasibi

- 1. Educators
- 2. Carpenter
- 3. Security
- 4. Nurse
- 5. Labourer
- 6. Janitor
- 7. Cashier
- 8. Teachers
- Heavy Equipment Operator
- 10. Housekeeper

#### **Eastmain**

- 1. Secondary Teachers
- 2. Cashier
- 3. Educators
- 4. Cook
- 5. Grocery Clerk
- 6. Local Administrators
- 7. Janitor
- 8. Carpenter
- 9. Earth Workers/Road Workers
- 10. Maintenance

### Mistissini

- Educators
- 2. Carpenter
- 3. Trades, Transport
- 4. Maintenance
- 5. Cashiers
- 6. Truck Driver
- 7. Teachers
- 8. Team Member Front of House
- 9. Cook
- 10. Clerks

### Chisasibi

Are there gaps that can be identified?







# Top hiring and recruiting jobs Chisasibi

- 1. Carpenter
- 2. Security Guard
- 3. Patrol Officer
- 4. Fire Brigade
- 5. Gas Station Attendant
- 6. Cooks/Cashiers
- 7. Janitor
- 8. Cashier
- 9. Stock Clerk
- 10. Administrative Officer

### Top Non-Cree jobs Chisasibi

- 1. Nurse
- 2. Teachers
- 3. Patrol Officer
- 4. Pharmacist
- 5. Cashier
- 6. Computer Analyst
- 7. Medical Technologist
- 8. Computer Network Technician
- 9. Manager
- 10. Finance Officer

# Top preferred programs Chisasibi

- 5. Accountant
- 6. Professional cook/chef
- 7. Emergency Medical Technician (EMT)
- 8. Office Assistant/
  Secretary
- 9. Carpenter
- 10. Project Manager
- 11. Social Services Worker
- 12. Early Childhood
  Educator and
  Assistant
- 13. Elementary or High School Teacher
- 14. Heavy Equipment Operator



### **Mistissini**

Are there gaps that can be identified?







# Top hiring and recruiting jobs Mistissini

- Cashiers
- 2. Labourer/Carpenter
- 3. Dishwasher
- 4. Cook
- 5. Maintenance
- 6. Truck Drivers
- 7. HEO
- 8. Teachers
- 9. Crusher
- 10. Waitress

### Top Non-Cree jobs Mistissini

- 1. Teachers
- 2. Crusher
- 3. Carpenter
- 4. Excavator
- 5. Surveyor
- 6. Trades, Transport
- 7. Truck Driver
- 8. Cook
- 9. Retail Management
- 10. Shift Supervisor

# Top preferred programs Mistissini

- 5. Professional cook/chef
- 6. Heavy Equipment Operator
- 7. Truck driver
- 8. Office Assistant/Secretary
- 9. Project Manager
- 10. Heavy Machinery Mechanics
- 11. Carpenter
- 12. Accountant
- 13. Construction Business Manager
- 14. Automobile Service Technician



### **Eastmain**

Are there gaps that can be identified?







# Top hiring and recruiting jobs Eastmain

- 1. Cashier
- 2. Grocery Clerk
- 3. Carpenter
- 4. Heavy Equipment Operator
- Elementary School Teacher
- Elementary School Educator
- 7. General Labouer
- 8. Nurses
- 9. Social Workers
- 10. Casino Attendant

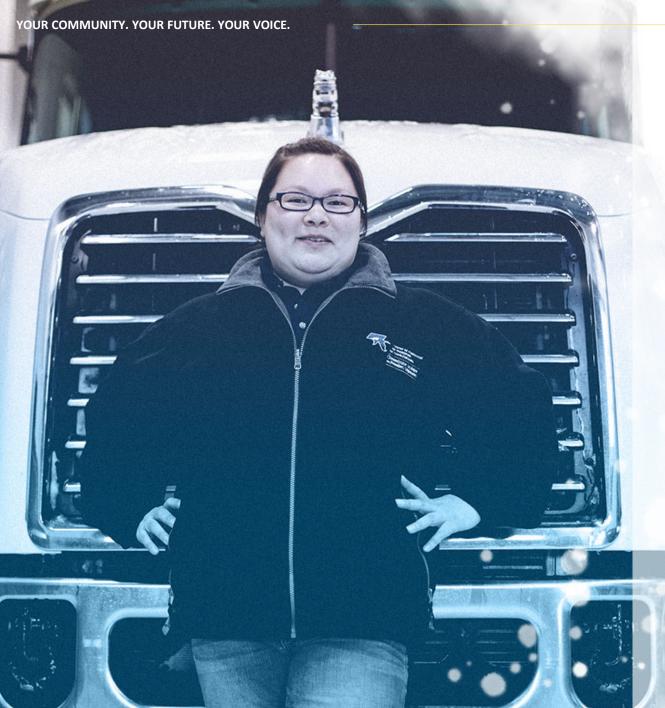
# Top Non-Cree jobs Eastmain

- 1. Secondary Teachers
- 2. Nurse
- 3. Earth Workers/Road Workers
- 4. Dishwasher
- 5. Life Guard
- 6. Social Workers
- 7. Cashier
- 8. Cook
- 9. Carpenter
- 10. Education Support Professionals

# Top preferred programs Eastmain

- 5. Heavy Equipment Operator
- 6. Early Childhood Educator and Assistant
- 7. Professional cook/chef
- 8. Truck driver
- 9. Office Assistant Secretary
- 10. Elementary or High School Teacher
- 11. Accountant
- 12. Heavy Machinery Mechanic
- 13. Electrician
- 14. Northern Building Maintenance





## Employee & Employer Experiences

### Why it matters

- Job satisfaction and engagement greatly impacts the success of our Cree workforce
- Tracking jobs by industry and skillset is important to economic development

### **Employee Experiences**

I am planning to change jobs within the next 2 years

Whapmagoostui<sup>\</sup>

54%

Chisasibi

26%

Wemindji

37%

33%

Waskaganish

35%

Nemaska

Waswanipi

 $\Gamma \cap \Gamma \subset \Delta^{\alpha}$ ,  $\sigma \cap \Gamma \cap \Gamma \subset \Delta^{\alpha}$ 

35%

Oujé-Bougoumou

37%

Mistissini

40%

### Why?

- Career advancement/promotion (45%)
- Higher salary (42%)
- Better working conditions & benefits (23%)

36%

**Eastmain** 

AENA Q47-48: 1796 respondents

20

### **TOP 3 CHALLENGES**

### FOR EMPLOYERS TO HIRE CREE WORKERS







1. TRAINING

2. EXPERIENCE

3. EDUCATION

### **All Communities**

### WOULD YOU CONSIDER GOING BACK TO SCHOOL?



Yes, to get Secondary School Diploma

**37%** 



Yes, to get Vocational Diploma

16%



Yes, to get
Post-secondary
education

39%



14%

### **TOP 3 REASONS**

### WHY PEOPLE GO BACK TO **SCHOOL**



**62%** Get their diploma

**Getting a diploma represents a sense** of pride and accomplishment.

The impact of encouragement is key when it comes from family and friends

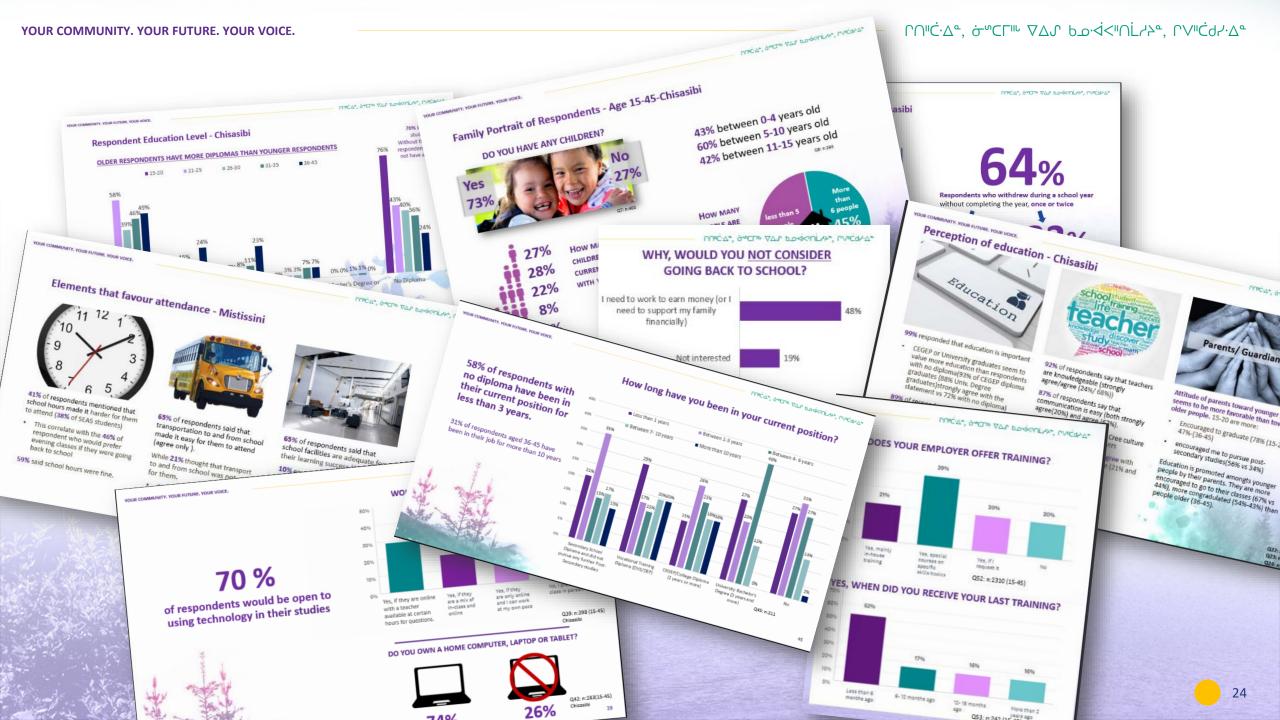


Because they were 36% encouraged by their family & friends



33%

Get the qualifications required for career advancement



### **Chisasibi-Most likely SAES Student Profile**

#### **General Educ**



They have no

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They will com

(better job)

Women and men b

Top 3 profiles Most likely SAES Student Profile - Mistissini



Women between ages

- She has no diplo
- She has interrup at least once
- She has young c than 10 years of
- She would like to school to get he
- She will come ba with the encour family and friend
- She is currently time temporary
- Would prefer night class (53%)
- They currently have a permanent job
- 31% plan to stay in their job for less than 3 years and 34% are currently satisfied with their job and would not change

YOUR COMMUNITY, YOUR FUTURE, YOUR VOICE

#### Top 3 profiles Most likely SAES Student Profile - Oujé-Bougoumou



Women and man between 30

- They have no dip
- They has interrup studies at least or
- Does not necessa but if they do the children (0-4 year
- They would like to school to get her career advancem
- They are currently (Permanent full-t

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YOUR COMMUNITY, YOUR FUTURE, YOUR VOICE,

#### Top 3 profiles Most likely SAES Student Profile - Nemaska



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Top 3 profiles

Most likely SAES Student Profile -Waswanipi



Women and man between ages 15-

- They have no diploma
- They has interrupted her studies at least once
- Does not necessarily have kids, but if they do they are school aged children (5-15 years old)
- They would like to go back to school to get her diploma for career advancement (better job)
  - They are currently employed (Permanent full-time)





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Women between ages 36-45

- She has Sec. School diploma or an DVS
- She has children (0-15 years old)
- She wants a vocational diploma
- She will come back to school for career advancement with a new diploma
- She is currently employed(Permanent fulltime)



 Women and men between ages 26-45

- They have their secondary school and a CEGEP diplon
- They have children (5-15 y old)
- They will come back to sch to fulfill their ambition wit the encouragement of the families
- They want a post-secondar diploma, if the curriculum offered in the community/technology













Adult Learning Needs
Assessment

### Next steps – Questions in the qualitative assessment



What skills/Educations level and competencies are employers looking for?



What is mostly valued Education or Experience?



What are the employers challenges in:

- Hiring
- Retention
- Succession Planning
- Training



What is their experience transitioning from school to work? Are there any challenges?



What motivates individuals to stay in school and graduate?



What was their educational journey like?

### Meegwetch





