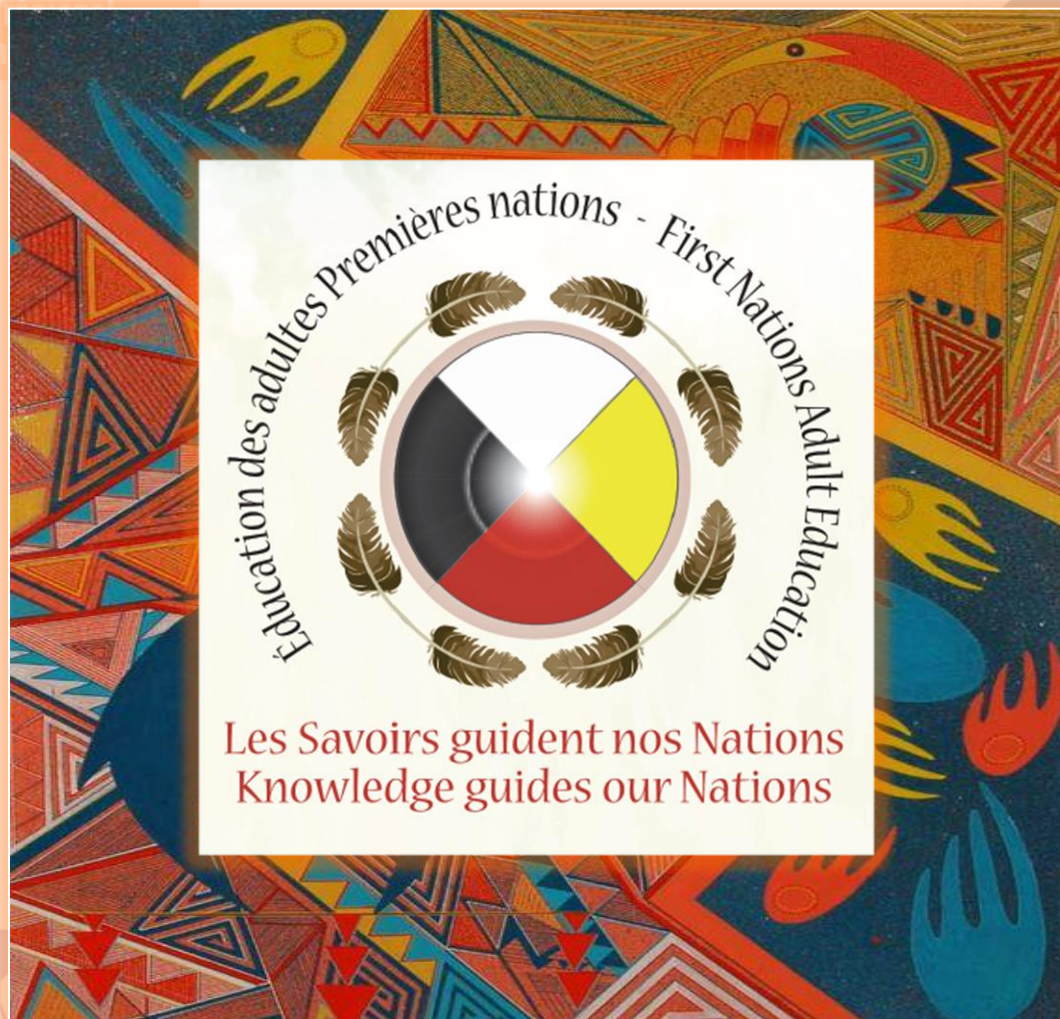


# First Nations Adult Education School Council



## Annual Report 2017

# Mission Statement

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On behalf of the First Nations communities of Quebec and in collaboration with its stakeholders, the mission of the First Nations Adult Education School Council is:

*To provide the necessary leadership for the implementation and operations of the First Nation Regional Adult Education Centers of Quebec. The FNAESC is committed to providing high quality adult learning environments that focus on culturally relevant student-centered learning in a safe and healthy environment that reflects the values of First Nations and allows the students to gain the necessary knowledge and skills required for their future educational endeavours and employment.*



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## Message from President and Executive Director

Dear Partners,

Once again, the First Nations Adult Education School Council (FNAESC) is proud to present the annual report summarizing the accomplishments of the Regional Adult Education Centers (RAEC). The results in this report demonstrate the effective leadership of the Center Directors, the dedication of the staff, and most importantly, the hard work and persistence of the adult students who have committed to invest in themselves. The report is divided into five (5) key sections. The first section provides an overview of our organization, including the composition of the FNAESC Board, our mission, and the four RAECs. The second part of the report highlights the RAECs and the students who attend them. Special projects are presented in the third section and data on success rates and frequentations in the fourth. The report ends with a presentation of the audited financial statements.

This year, the FNAESC celebrates its fifth year of operations. Since 2012, there has been a noticeable increase in the number of adults benefiting from services at the RAEC. In 2012, the FNAESC recorded 31 full time equivalent students; in 2017, this number is 203. There were more than 750 individual students who either attended the RAECs, or one of the satellite centers, registered for distance education, or participated in the various training projects. Preliminary results of a survey of former students show that 61% of our students are pursuing their studies with us, in Cégep, in vocational training or found gainful employment.

As communities and partners see the successes possible when working with First Nations organizations, which are capable of providing culturally pertinent learning environments, they are increasingly turning to the FNAESC. In line with the FNAESC strategic plan, satellite services are currently negotiated in two (2) new communities and four (4) school boards have signed formal agreements with the FNAESC for vocational training projects. The fruits of the collaborations that started this year will be reported in subsequent annual reports.

The FNAESC seeks to continue to meet the needs of all adult learners in all First Nations communities, regardless of where they live. Culturally appropriate adult educational services, which include education in the language and culture of the host community, remain our priority. Providing communities with these culturally adapted educational tools will, in return, grant the communities the opportunity of a better future and improved quality of life.

Respectfully,

Ralph Cleary  
President FNAESC

Rola Helou  
Executive Director FNAESC



2017

FNAESC Board Members

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**Annie Cyr, Trustee**

First Nations Human Resources Development Commission of Quebec

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**Rose-Anne Gosselin, Trustee**

First Nations Human Resources Development Commission of Quebec

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**Steven Horne, Trustee**

Host Community Representative for Kahnawake

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**Vicky Lelièvre, Trustee**

Host Community Representative for Uashat

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**Cathy Martin, Trustee**

Host Community Representative for Listuguj

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**Tammy Martin, Trustee**

First Nations Human Resources Development Commission of Quebec

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**Kevin-John Papatie, Trustee**

Host Community Representative for Lac Simon

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**Marjolaine Tshernish, Trustee**

Tshakapesh Institute

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**Martin Adam**

Kitci Amik RAEC director

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**Ralph Cleary**

President

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**Rola Helou**

Executive Director

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**Diane Labelle**

Kahnawake RAEC Director

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**Julie Rock**

Uashat mak Mani-Utenam RAEC Director

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**Lorna Sook**

Director of Education, Adult Education, and Training in Listuguj

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First Nations Adult Education School Council





The FNAESC Board meets quarterly. Nine members represent either the community which hosts a Regional Adult Education Center (RAEC) or an Employment and Training Center tied to the First Nations Human Resources Development Commission of Québec (FNHRDCQ).

## Territory Les The Nations

Two board seats are reserved for regional education organizations. FNHRDCQ was the incubator for the School Council. Discussions began in 2006 and the First Nations Adult Education School Council was created in 2012, the same year the first Center opened its doors.

### Kitci Amik

Opened in 2012. Services are offered in French in the Algonquin community of Lac Simon.

### Uashat mak Mani-Utenam

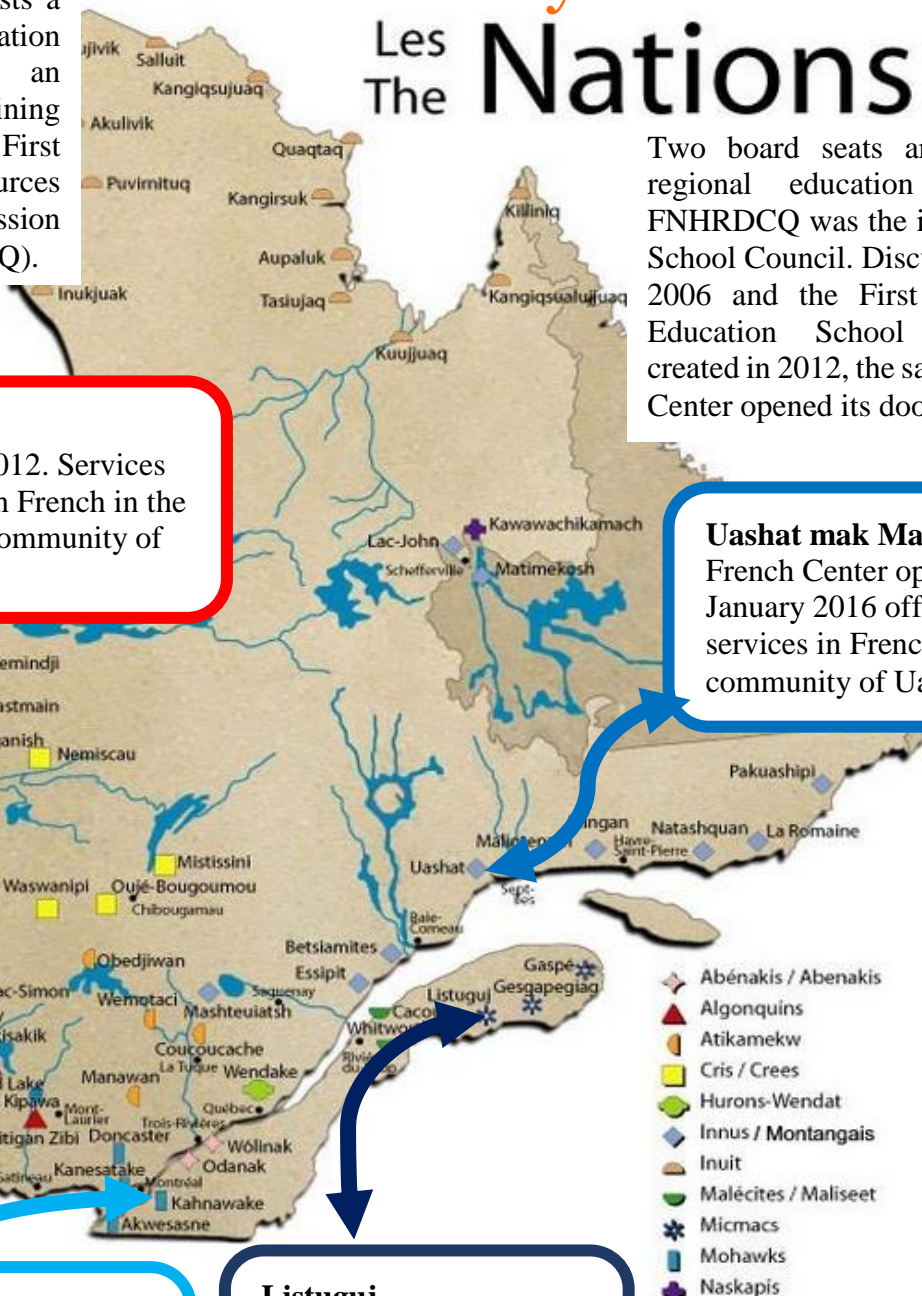
French Center opened in January 2016 offering services in French in the Innu community of Uashat.

### Kahnawake

English Center opened in 2013 offering services in English in the Mohawk community of Kahnawake.

### Listuguj

English Center opened in the Mi'gmaq community of Listuguj in 2013.



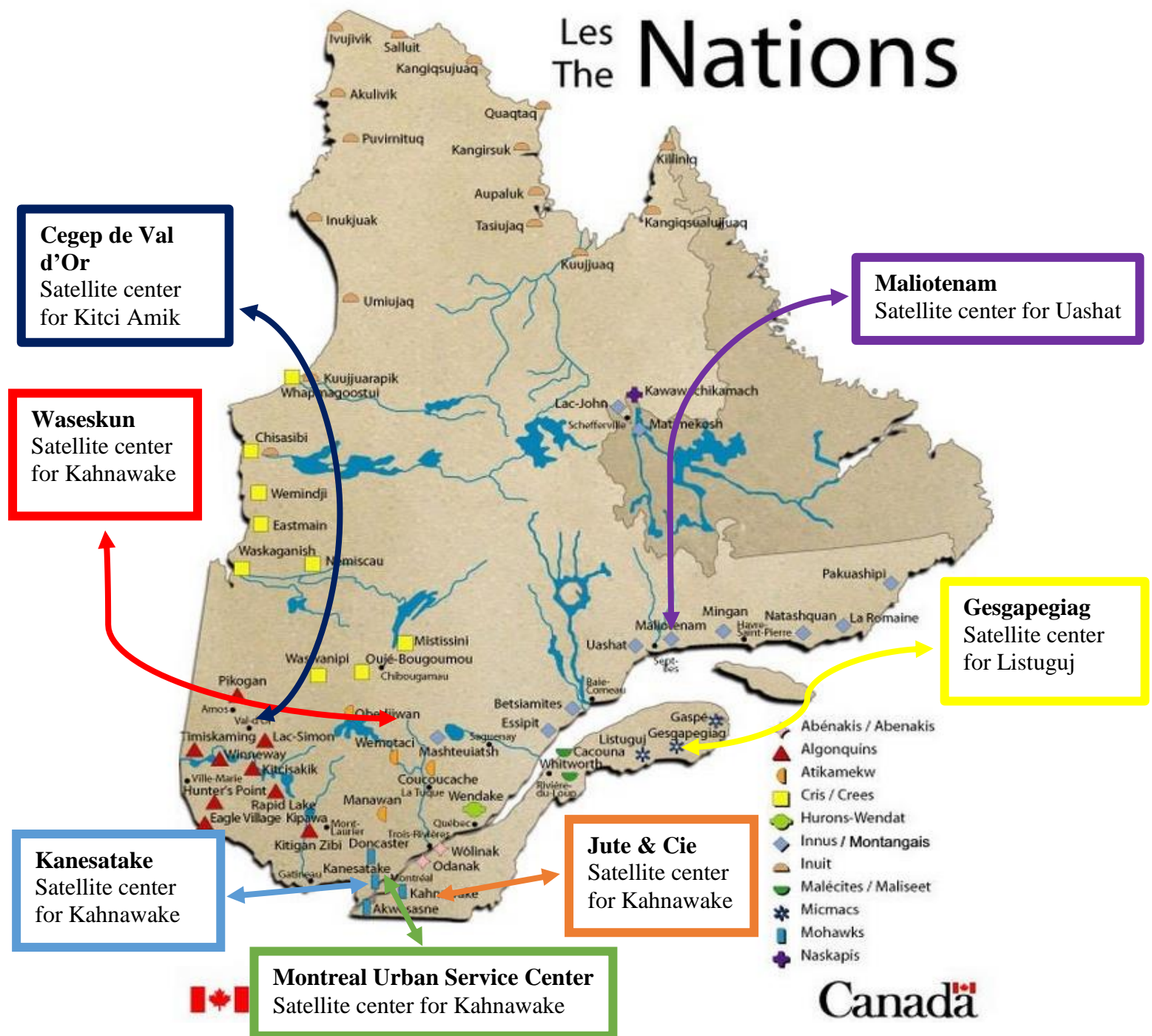
Canada

First Nations Adult Education School Council





# SATELLITE CENTERS

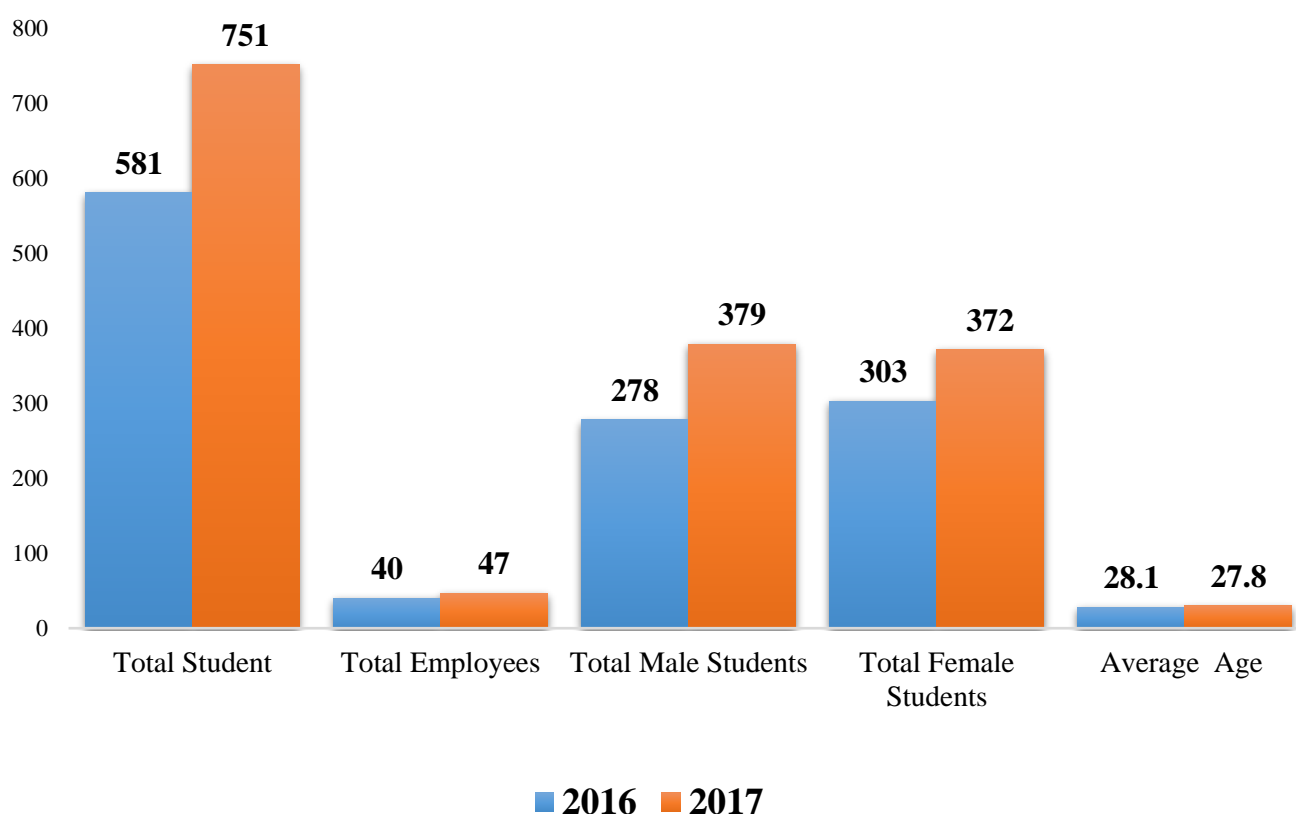


## PORTRAIT OF ALL FOUR CENTERS

The four Regional Adult Education Centers (RAECs) currently supported by the FNAESC are as unique as the nations they serve. Together, 47 staff members, including teachers, counsellors, administrative staff and professional staff, provide services for 751 students. The success of the RAECs is, in large part, due to the dedicated staff able to create safe environments to support student learning while developing relationships of trust with each student.

Tables 1 and 2, below, provide an overview of the entire student body registered with the FNAESC as well as staff, while subsequent tables provide more specific details related to each RAEC.

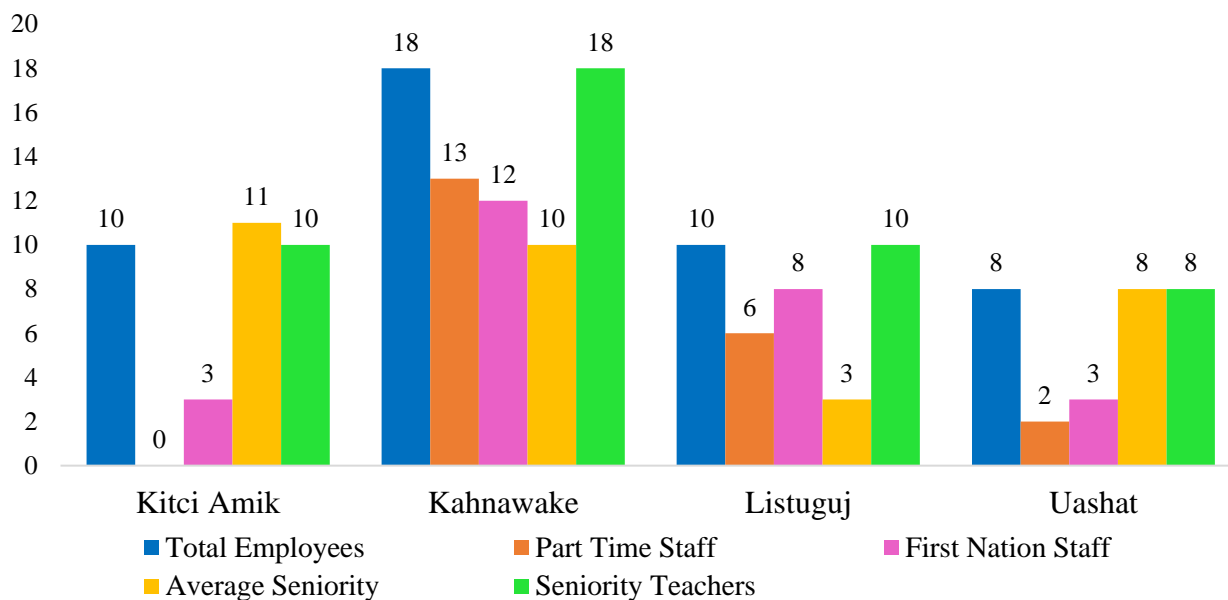
**Table 1: Overview of all four Regional Adult Education Centers**





## EMPLOYEES

**Table 2: 2017 Staffing Analysis of Education Centers**



**Table 3: 2016 Staffing Analysis of Education Centers**

	Total Staff	Part time staff	First Nations Staff	Average Seniority	Teachers' Seniority
<b>Kitci Amik</b>	8	0	1	9 years	5 years
<b>Kahnawake</b>	18	7	12	15 years	11 years
<b>Listuguj</b>	6	3	5	8 years	4 years
<b>Uashat</b>	7	2	4	8 years	4 years

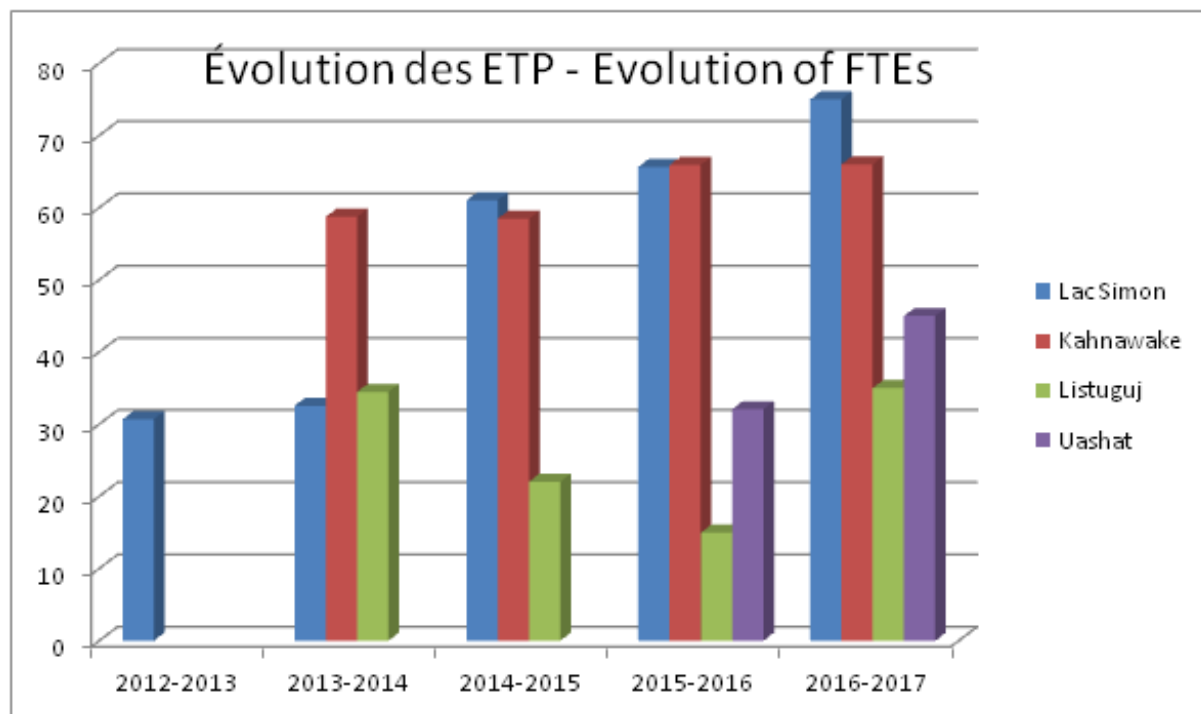
Table 2 and 3 provide a breakdown of the number of employees per RAEC, their average years of seniority, as well as how many teachers are on staff. Students benefit from the expertise and experience of staff, who on average, have been in the education sector for 10 years. In addition, the table highlights the number of staff who are Indigenous, as it is a priority for each RAEC to reflect its students and the nations it serves. In one year, there was an 18% increase in the number of Indigenous staff members.

## STUDENTS REGISTERED

In general adult education, one student does not produce one full time equivalent as is the case in the youth sector. It takes, on average, three students to complete 900 hours of study, which translates to one full time equivalent (FTE).

Table 4, below, presents the evolution of FTEs since the opening of the first center in 2012.

**Table 4: The Evolution of FTEs Since 2012**

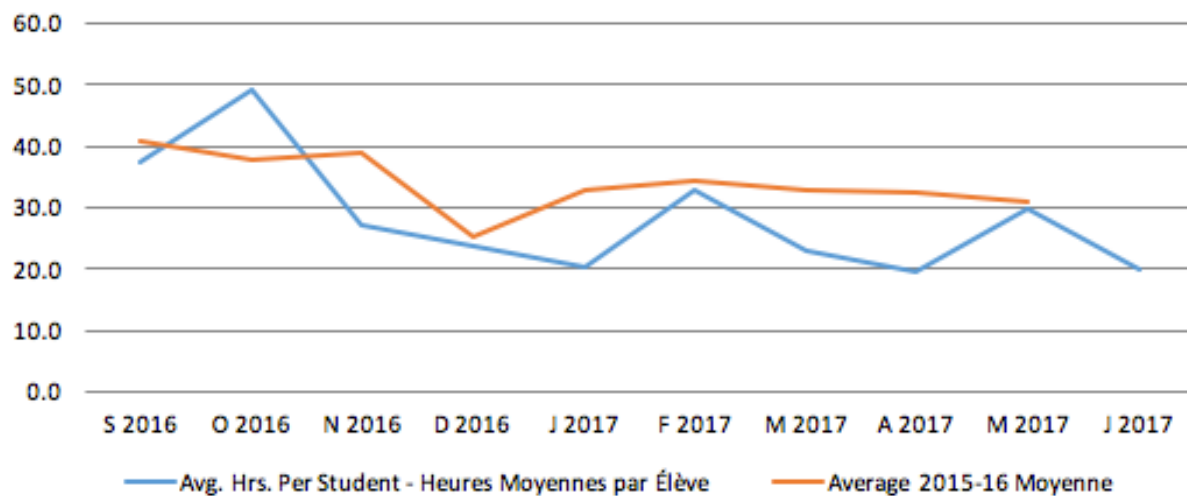


The number of FTEs is dependent upon the number of students present. The RAECs follow attendance very closely. Table 5 provides information about the rates of absenteeism at the RAECs compared to last year. Attendance is a challenge for all the RAECs, as the adults who return to school after a prolonged absence often have families and responsibilities. This makes daily attendance at the RAECs extremely difficult.



Table 5: Attendance

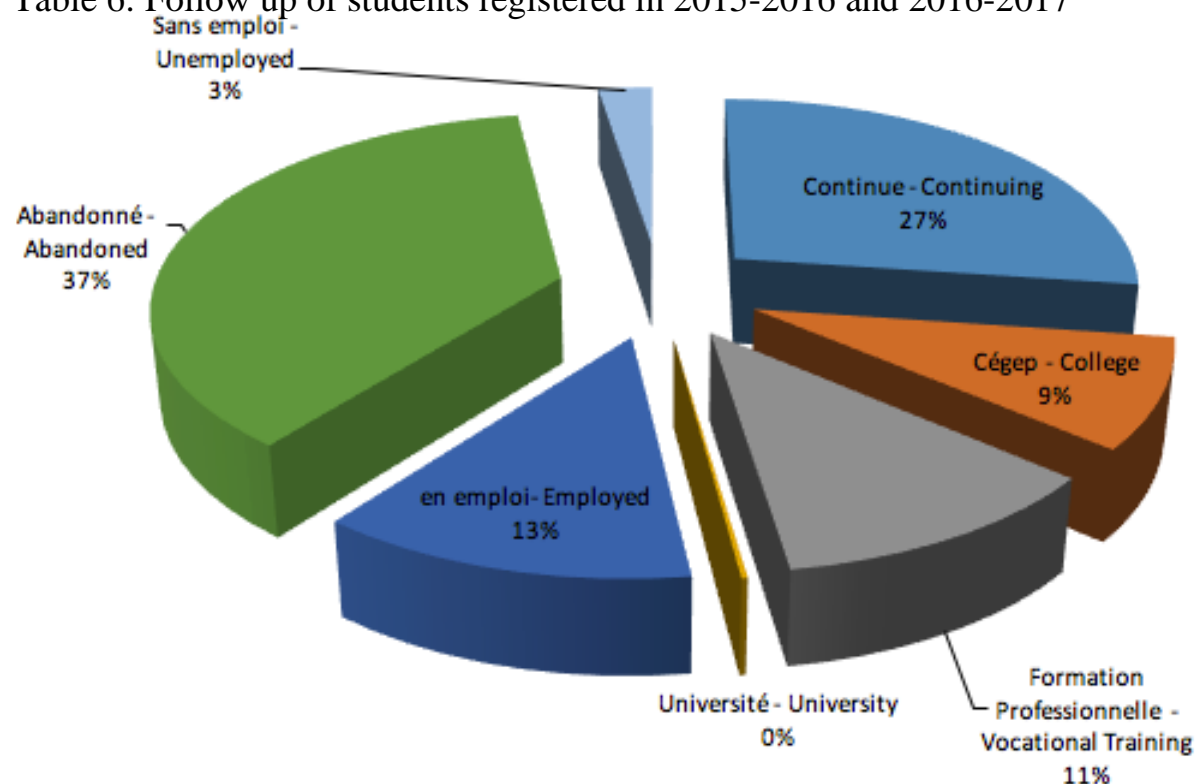
**Average Hours by Month - Moyenne d'heures par mois\***



\*At the time of publication, only data from Kahnawake was tabulated.

Table 6 below is a chart summarizing a follow-up interview conducted with our past students from 2015-16, and 2016-17. We reached 478 students, which constitutes a significant sample size. We are pleased to highlight that 99 (21%) of our students are presently attending college, vocational training, and university, and 60 (13%) of our students found meaningful employment. 130 (27%) of our students are returning to complete their studies in 2017-18.

Table 6: Follow up of students registered in 2015-2016 and 2016-2017





### Kitci-Amik Center Students of Kitci-Amik

Years	2015-2016	2016-2017
Total Students	159	230
Average Age	26.0	25.1
Male	72	115
Female	87	115
Community of Origin	85% of students are from Lac Simon	

### Kahnawake Center Students of Kahnawake

Years	2015-2016	2016-2017
Total Students	213	272
Average Age	24.9	27.7
Male	118	151
Female	95	121
Community of Origin	62% of students are from Kahnawake	42% are from Kahnawake 8% are from Kanesatake

### Listuguj Center Students of Listuguj

Years	2015-2016	2016-2017
Total Students	78	89
Average Age	33.3	31.2
Male	36	44
Female	42	45
Community of Origin	100%	61% From Listuguj 39% from Gesgagpegiag

### Uashat mak Mani-Utenam Center Students of Uashat

Years	2015-2016	2016-2017
Total Students	131	160
Average Age	28.3	27.3
Male	52	69
Female	79	91
Community of Origin	96%	90% are from Uashat mak Mani-Utenam

## KITCI AMIK RAEC



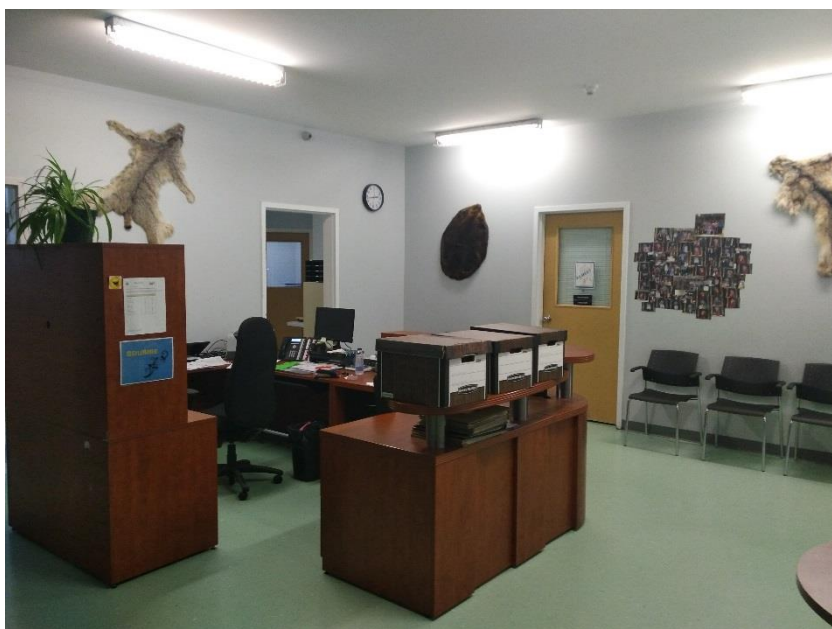
Under the direction of Mr. Martin Adam, the Kitci Amik RAEC is an adult education center located in the Algonquin community of Lac Simon. Stemming from the First Nations Adult Education School Council, it opened its doors in September 2012. After 5 years of operation, the Kitci Amik RAEC has welcomed over 500 individual students totaling more than 800 frequentations in all programs legally certified by the Quebec Ministry of Education.

The Kitci Amik RAEC has a stable, dynamic and experienced team. The team is composed of five full time teachers, two educators, a part time school information counsellor, a pedagogical advisor, one administrative support staff, a director and an administrative assistant. With this team, the RAEC has developed several partnerships enabling it to expand and become known locally, regionally and even provincially. The Abitibi-Témiscamingue Cegep, the University of Québec in Abitibi-

Témiscamingue, the Garneau Cegep, the Mont-Laurier Vocational Training Center, the Val d'Or Vocational Training Center, the Amik-Wiche High School of Lac Simon, the Val d'Or Urban Service Center and the Band Council of the Lac Simon Anishnabe Nation are all very active partners. Over the course of the last few years, the RAEC has implemented various innovative training projects in response to the needs of its clientele.

Recently, the RAEC completed its first vocational training project bringing together 20 candidates. These projects have led to a constant increase in the RAEC's clientele, which, in the past three years, has grown to 70 FTEs (Full Time Equivalents).

The RAEC expanded its capacity by renovating its facilities in order to better meet the needs of its clientele in an efficient manner. This allows Kitci Amik to be at the cutting edge, technologically speaking, to be able to develop the regional aspect of the center.



First Nations Adult Education School Council

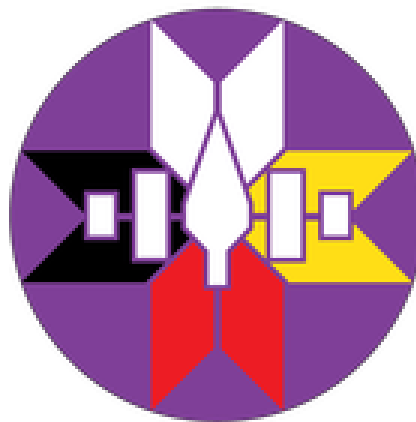


## KAHNAWAKE RAEC

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Under the direction of Ms. Diane Labelle, in the summer 2013, the first English RAEC located in Kahnawake, welcomed its first students. Later in September of that year, in conjunction with a sister campus located in Listuguj, the FNRAEC officially opened its doors to adults seeking to pursue their academic goals.

Since 2013, the Kahnawake RAEC has provided service to over 600 students in and around the region of Quebec. These successes are greatly due to bringing adult education programming to the communities, and assuring an Indigenous approach to its programs and course content. In 2014, the RAEC succeeded in acquiring a permit to teach in both the English and the French sectors, allowing for a greater reach through satellites.



In 2013, the RAEC concluded agreements with Waseskun Healing Center, located in St. Alphonse Rodriguez, north of Rawdon, Quebec. This center is licensed under Corrections Canada as a detention center for First Nation men. As indicated through research, incarceration of First Nation people is directly linked to low academic achievement. As such, the RAEC is engaged in providing culturally appropriate programming, allowing the detainees to improve their educational status and prepare for re-integration into society upon release. Also, in the first year of operation, the RAEC concluded a contract with Jute & Cie, an insertion enterprise located in St. Constant, Quebec. Teachers from the RAEC provide part time academic upgrading to assist their clients in obtaining their diplomas or certificates, so as to better improve their employability once their six month work stages are complete.

In February of 2016, the RAEC opened an extension classroom in Kanesatake, Quebec. At this location, students work towards achieving their academic goals, as well as learning the Kanieh'keha language. To date, over 45 students have taken advantage of the programs offered in their community.

The Kahnawake RAEC is also a resource for people to negotiate the world of vocational trades and post-secondary education. The RAEC has created and maintained its contacts with other provincial institutions, to promote proper dissemination of information and create links that assure a smooth transition.





The Kahnawake RAEC has grown tremendously over the past four years, and is proud it has

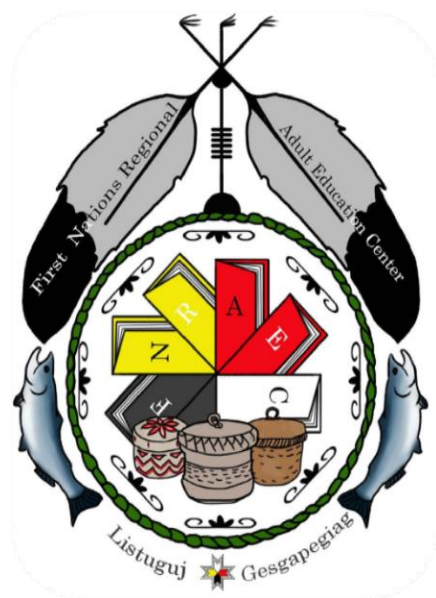


assisted an average of 36 young adults per year to achieve their goals and move on to the next stage of their lives.

The dedicated staff of 18 employees work together to help mentor those who entrust us with their plans, and go beyond to assure their successes. For students and staff, the Kahnawake RAEC is a family. We are privileged to be given this opportunity to learn from each other, to develop strong

bonds and genuine affection for each other.

## LISTUGUJ RAEC



Under the direction of Ms. Lorna Sook, the FNRAEC Listuguj is in its operation for its fourth school year. This year brought many new opportunities for the center such as a satellite center in our sister community of Gesgapegiag. The Listuguj and Gesgapegiag staff meet on a regular basis; Listuguj has helped the new staff by offering advice, encouragement and one-on-one support.

Gesgapegiag's Center officially opened its doors on September 6, 2016. The Center services a wide variety of clientele whose ages range from 16 to 52. They are mostly from "Mala" meaning home in Mi'gmaq, which is Gesgapegiag. A small percentage of students come from the surrounding Anglophone communities of Cascapedia-St-Jules and New Richmond.

The centers now have two co-managers since January of 2016. Their roles brought in a new outlook on the Centers growth through team work and communication. Revised internal policies and procedures have been developed with the input from all Listuguj center's staff. Once finalized, these internal policies as well as the School Council policies were shared with the Gesgapegiag Center; providing the satellite center a good base for their structure enables them best service their adult learners.

The teaching staff in both centers have been indigenizing some of their curriculum with ease and success. In Listuguj, for the English Language Arts as an example, the teacher has incorporated First Nations literature into the existing curriculum, replacing much of the recommended texts with materials written by indigenous authors (Examples: Rita Joe, George Ryga, Drew Hayden Taylor, Thomas King, Lindsey Marshall, etc.). As a class, they keep abreast of First Nations news stories and current events, and take those opportunities to debate, discuss, summarize, synthesize, and reflect. Where indigenous material is lacking, the teacher selects materials that present "indigenous" themes. These themes reflect the historical and modern-day realities of First Nations people such as perseverance, pride, connection to the land, culture, language, colonialism, and oppression.



With GHRDC's (Gesgapegiag Human Resources Development Commission) partnership, we have been able to adopt and implement its Client Center Approach in the Adult Education programs and this has led to its students' own definition of success. Bringing the Adult Education program under a First Nations School Council was fascinating, this allowed us to offer Mi'gmaq language and culture as courses, offering credits towards high school leaving, and allowed the community to bring back its identity to adult learners.

Overall, both centers are working towards a common vision in encouraging, empowering and educating our adult learners.



## UASHAT MAK MANI-UTENAM RAEC

Located in Uashat, under the direction of Ms. Julie Rock, with a satellite group of 25 students in Maliotenam, this center meets the needs of the eight Innu communities and a Naskapi community, all located on the North Shore.

The RAEC of Uashat mak Mani-Utenam, after 18 months of existence, has just completed its first full school year. The RAEC offers general education programs to adults and supports those who wish to achieve their training objectives.



- Literacy
- Presecondary level
- Secondary Cycle One
- Secondary Cycle Two
- Preparation for vocational training
- Preparation for post-secondary education
- GED Test- General Educational Development
- GDT Test- General Development Test

During the 2016-2017 school year, new training courses were added:

- Mining Essentials, in partnership with the vocational training center in Sept-Îles, in the communities of Matimekush-Lac John and Kawawachikamach (23 successes)
- Health General safety on construction sites, ASP construction (30 successes)

In September 2017, with the opening of our new center, we expect an increase of our clientele in general and vocational training. As of September 2017, we will offer a Diploma of Vocational Studies (DVS) in protection and exploitation of wildlife territories with a First Nations component (in partnership with the vocational training center of the Fjord and several other financial partners).

## KITCI AMIK RAEC SPECIAL PROJECTS

The Kitci Amik RAEC is proud to present the 2016-2017 projects. It was a year filled with projects! Several projects started in 2015-2016 and continued this year while other projects began this year.

This year, the renovations in the basement of the RAEC were completed. New spaces for students were created, including a place for them to relax. Administrative offices were enlarged and a new videoconferencing room was adapted for the 21<sup>st</sup> century.

The *Vision santé* project continued again this year. A total of 15 students had a chance to benefit from this project, which was offered in collaboration with Lac Simon's Health Center. Offering semi-skilled trades attracts several students. This year, six students completed a CFMS certificate;

two were in maintenance and four were in camp aide. This type of certificate allows students to quickly enter the work force by acquiring competencies in a specific trade.



The Ministry of Education (MEES) allocated an ALG course code for an Algonquin Culture class offered at the RAEC. There are 18 students who participated in the class. The students had the opportunity to work with Mr.

Frank Polson and created works of art which reflect their identity as Anishnabe.

The first DES -10 cohort started this year. This program allows First Nations students who are 10 credits away from obtaining their high school diploma to attend Cegep while completing their credits. Four students registered for the DES -10 and 100% of them are continuing. Similarly, the DES -6 program continues and is immensely successful. 19 students registered in September and 18 of them have finished and successfully passed their exam. These same 18 students are continuing their collegial studies.

The double DEP project ended this year. We are proud of our graduates: 17 students obtained a Diploma of Vocational Studies (DVS) in Driving Heavy Machinery on Forest Roads, which represents an 85% success rate. In addition, 9 students obtained a DVS in Wood Felling and Shaping, which represents a 100% success rate. A good problem these graduates are facing is which job to take as these students are highly solicited by employers in the region.

There are several other exciting projects underway at the Kitci Amik RAEC, but little place in the annual report to name them all. To get all the news about our projects, you can follow us on Facebook or visit the School Council's website to find out more.

## KAHNAWAKE RAEC SPECIAL PROJECTS

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The aim of our center is to bring education to the clients and help them achieve their goals, whatever that may be. In our efforts to do this, many activities have taken place over the past year, and new opportunities are on the horizon for 2017-18.

Throughout this past year, our center staff provided full academic programming for those seeking to earn their high school diploma. In addition, we provided academic upgrading in many formats and different locations to allow clients to improve their abilities and obtain the prerequisites to enter vocational training.

In June of 2016, Champlain College – St Lambert, offered the first cohort of First Nation Early Childhood Education on our campus, in Kahnawake. This August, 16 students are set to graduate with an Attestation in Early Childhood Education and will begin to fill positions in three different communities – Kahnawake, Listuguj and Kanesatake.

In August 2016, the RAEC partnered with the Mohawk Council of Kahnawake and Tewatohnihsak'tha to select and prepare candidates to enter into an Ironworking program at the Centre de Formation des Métiers de l'Acier in Montreal. 22 students qualified and began their training in October 2016, and with the support of a teacher from the RAEC, 17 of these students are set to graduate in August 2017 with their DEPs in Ironwork.

In January 2017, the RAEC and the Martin Family Initiative (MFI) began its first of two cohorts in Aboriginal Entrepreneurship. Mr. Paul Martin visited the center in early February to launch the program. It was a wonderful gathering of community members, representatives from different organizations and, of course, staff and students.

In addition, the RAEC engaged in a tripartite agreement with MFI and Memorial University in Newfoundland to expand its food sustainability project. With the arrival of 15 hydroponic kits, the students involved in this project began experimenting with growing food without soil. In the first part of the year, the students harvested lettuce, kale, green peppers, and experimented with growing herbs, medicines and tomatoes. The objective is to devise a portable system of food production that can be shared with other more





isolated First Nation communities, as a means of working on food security.

We were also privileged to welcome Joshua Konkankoh from Cameroon, Africa. He had come to visit Kahnawake to exchange thoughts and ideas about the revitalization of natural food production, and to speak to us about the Ecovillage in Bafut, Cameroon. The discussions led to the signing of an agreement to support each other's community in our individual efforts to reduce our carbon footprints, and to strive towards food sustainability.

Students involved in the food production project decided to expand their knowledge and their activities. They began attending auctions and learned to bid on lots of animals. This meant also increasing the number of buildings in which to house them. After a contest to name the new addition to the back yard, the « Early Bird Saloon » was opened, and rabbits took up residence.

Throughout the year, the staff has been experimenting with different ways of meeting student needs. Awareness of anxiety, and observation of students seeking comfort from the chickens in the yard, gave birth to the idea of trying animal therapy. Two dogs – Jasper and Gary – became regular visitors to the center, and Leo, the cat, took up permanent residence. Of course, the rabbits are also a favorite come exam time.



Many of our students took part in a special art project, called « The Space Between », a joint project with McGill University and the Museum of Fine Arts. The final product, a collaborative weave in the shape of Kahnawake, was on display at the McGill University Education Library during the month of April.

In the midst of all the activities in the center, we also welcomed many guests and visitors, such as Mr. Geoffrey Kelley – Minister of Aboriginal Affairs- Quebec; culture and language students from Lac Simon; students and staff from Listuguj and Gesgapegiag; and directors from the Cree School Board.

So much excitement, so many opportunities. The upcoming academic year is looking just as promising. Stay tuned.



## LISTUGUJ RAEC SPECIAL PROJECTS

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The Listuguj Education Department started a pilot project, Mi'gmaq Immersion. Students registered for these courses may benefit from obtaining credits towards high school graduation.

The Listuguj Center along with the Alaqsitew Gitpu School currently share a Teacher's Assistant, who specializes in working with students with special needs within the center. A few other activities which took place over the 2016-2017 school year include: a breakfast program, students' transportation and a redesign the FNRAEC logo that represents Listuguj and Gesgapegiag.



Another project that took place was a personal development workshop. The project involved visiting a dietician to discuss healthy living and nutrition to identify if this would be a good local program to pursue in the fall. The outcome of the workshop was very successful and adult learners were interested in learning more.



Both Listuguj and Gesgapegiag students embarked on an excursion to visit the different vocational institutes. The trip included a visit to the Kahnawake RAEC, the Nova Career Center, the Huntingdon Adult Education Center and the Chateauguay Valley Career Education Center, to provide awareness and exposure to some of the different vocational centers in Quebec.



## UASHAT RAEC SPECIAL PROJECTS

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### 1. *Implementation of new curricula*

- Participation in the regional meeting on the new reform in January 2017;
- Support and accompaniment of the intensive pedagogical team, which will be established at the RAEC by the end of the school year 16-17.

### 2. *General information sessions for managers responsible for general adult education*

- Intent to file in measure 30132.

### 3. *Management of Human Resources*

- Hiring of human resources
  - Social worker: through an agreement with *Tshakapesh Institute*;
  - Hourly Teacher: two teachers totaling 29 teaching hours;
- Professional development;
- Training plan 2016-2017 for all RAEC employees.

### 4. *Promote awareness of the Center's programs and services*

- In the Innu communities
  - Request for satellite center;
  - Ekuanitshit: kiosk - trade fair career;
  - SDEUM: kiosk – Economic forum;
- With provincial organizations
  - Workshop at the AQIFGA;
  - Workshop at the TREAQFP.



### 5. *Development of partnerships with provincial organizations*

- Protection and exploitation of wildlife territories – First Nations component: Financial plan of \$ 870,000. Funding applications submitted to the various financial partners
  - Acceptance of the *Société Plan Nord* for \$ 100,000. Letter to follow;
  - Verbal acceptance for a project submitted to *Emploi Québec* for \$ 80,000;



- Authorization of the MEES: request of postponement for the year 2017-2018 with the MEES in progress for the start of the first cohort;
- Presentation of the project to ITUM;
- Wind turbine maintenance to industrial mechanics DVS, in progress;
- DVS Operation of heavy machinery in mining sites: discussions underway;
- *Implementation of training program.*



- Mines Essentials: training offered at Matimekush-Lac-John and Kawawachikamach from October to December 2016; graduation last April 12th. 23 students obtained their certificate of achievement;

- ASP Mining development project with the du Fer School Board, in progress;

- ASP Construction: Recognition of the

FNAESC and the four RAECs and organization of two cohorts in Uashat mak Mani-Utenam.

#### 6. *Moving into the new regional center*

- Delivery date: early July 2017.



## REGIONAL SPECIAL PROJECTS

The FNAESC participated in several regional special projects in 2016-2017. Regional projects, coordinated by the FNAESC may involve one or more RAECs and often involve several partners. The FNAESC does not offer direct services to students and must necessarily partner with a RAEC for the delivery of services. As a support center for all RAECs, the FNAESC often plays a coordination role in regional projects and will apply for additional funding to support the implementation of special projects. A few of these projects are described below.

### Iron Working Diploma in Vocational Studies

In collaboration with Tewaotohnhi'saktha, the Mohawk Council of Kahnawake, the *Signature sur le St-Laurent (SSL) Consortium*, *Commission scolaire de la Pointe de l'île*, and the Kahnawake RAEC, the FNAESC organized an English-language cohort to train iron workers. The Kahnawake RAEC provided all upgrading needed to enter the vocational training program. The FNAESC accessed additional funding from the Ministry of Education to provide academic and psychosocial support for students in the program. In addition, these funds allowed for the delivery of a cultural training program intended for school board staff. The cultural training program was developed and delivered by the Kahnawake RAEC.



### Mining Essentials

In collaboration with the First Nations Human Resources Development Commission of Quebec, the communities of Kawawachikamach and Matimekush-Lac John, Emploi Québec, du Fer School Board, Tata Steel Minerals Canada, *Société Plan Nord*, Mining Industry Human Resources Council, and the Uashat mak Mani-Utenam RAEC, the FNAESC coordinated the implementation of a training program for 28 students. The FNAESC was able to access funding from *Emploi Québec* and additional funding from the Ministry of Education (MEES) to support the program that was offered directly in the two aforementioned communities. As a result, 23 students successfully completed the program. Though the program had been implemented in several First Nations communities across Canada, it was the first time it was implemented in Quebec. The FNAESC will continue to support the implementation in other communities wishing to train their members to work in the mining industry.





## Elders' iPad Courses



Through funding from the New Horizons for Seniors Program, and in collaboration with the Kahnawake RAEC and Kahnawà:ke Shakotia'takehnhas Community Services, the FNAESC coordinated a project to allow for knowledge to be exchanged between Elders and students. Elders learned about using iPads, computers, smart phones and other related devices. Lead by the IT expert on staff at the Kahnawake RAEC, Elders worked with students from the RAEC to share stories and learn how to share them online. Together, they created a blog to share their learning (<http://connectinghorizons.blogspot.ca/>). A total of 10 Elders worked with 13 students to bring the Connecting Horizons project to life.

## Presentations throughout the Province

As a young organization, the FNAESC is yet to be known throughout the communities. Through the initiative of the Uashat mak Mani-utenam RAEC, the FNAESC presented cultural workshops at two provincial events and held several kiosks to inform partners and communities about the services offered throughout Québec.

## Entrepreneurship in First Nations Communities

In 2015, the First Nations Human Resources Development Commission of Quebec referred the Martin Family Initiative to the FNAESC to work towards the implementation of entrepreneurship courses in the adult education sector. Simultaneously, through a partnership with the *Centre de recherche pour l'inclusion scolaire et professionnelle des étudiants en situation de handicap*, FHNRCQ, Dawson College and the First Nations Economic Development Commission of Quebec and Labrador, a project funded by the Social Sciences and Humanities Research Council began. The project includes a literature review on entrepreneurship incubators available and a survey of the needs of First Nations entrepreneurs in Quebec. In 2017, the Kahnawake RAEC offered the first adult education courses specially designed for First Nations adult students. Several communities have already demonstrated interest in offering their students this same course, adapted, of course, to their own communities.



## Public Consultations

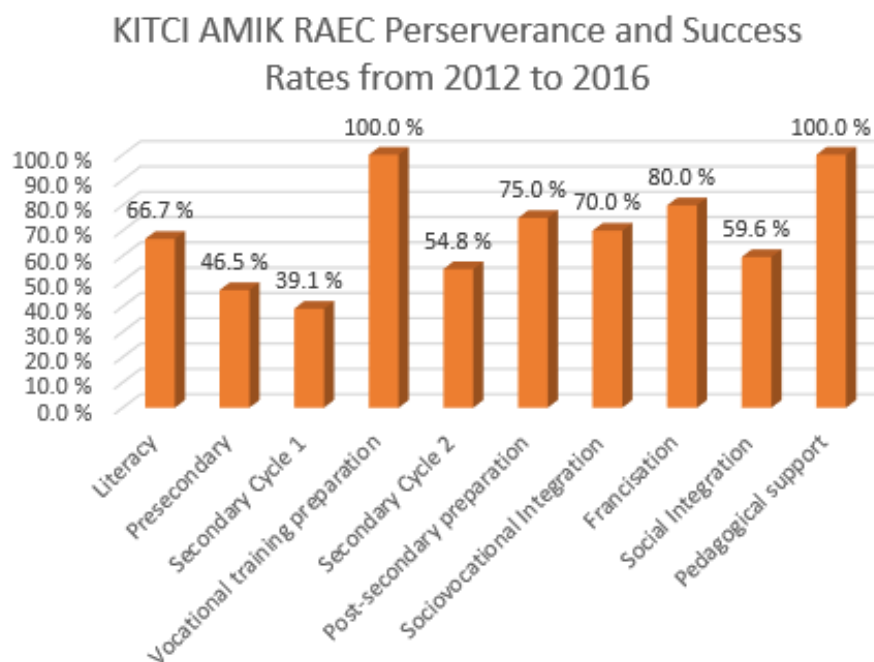
The School Council was invited to participate in several consultations on education and on the social development of First Nations communities. Two consultations were held with the Ministry of Education on the development of the next student success policy and one consultation was held with the Secretariat of Aboriginal Affairs on the development of the First Nations Social Development Policy.



## KITCI AMIK RAEC RESULTS

**Table 7: Kitci Amik Success Rates Since 2012**

Table 7 presents the success rates, all years combined, in each of the different teaching services since 2012. 100% of students successfully completed the preparation for vocational training and continue their studies in a trade.



**Table 8: Kitci Amik Frequencies Over Time**

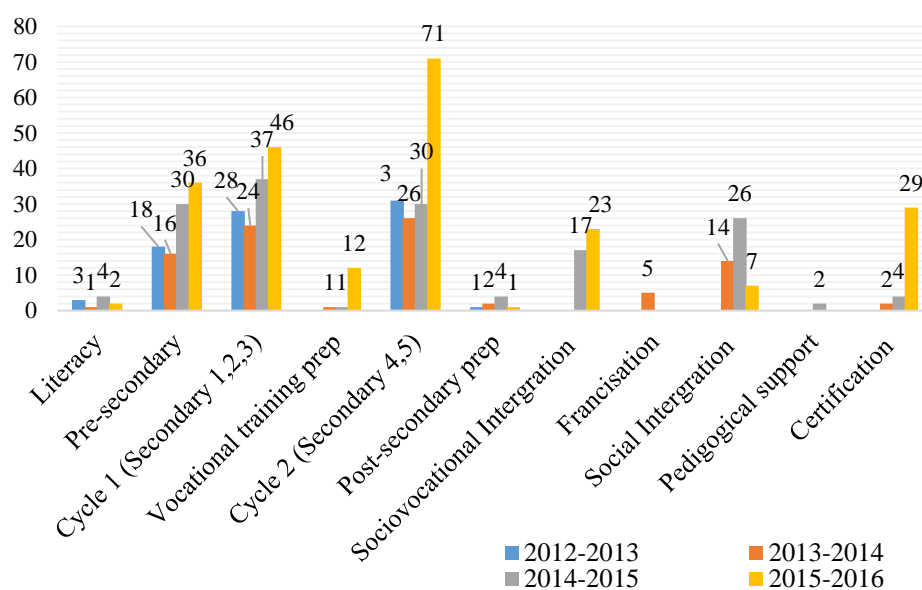
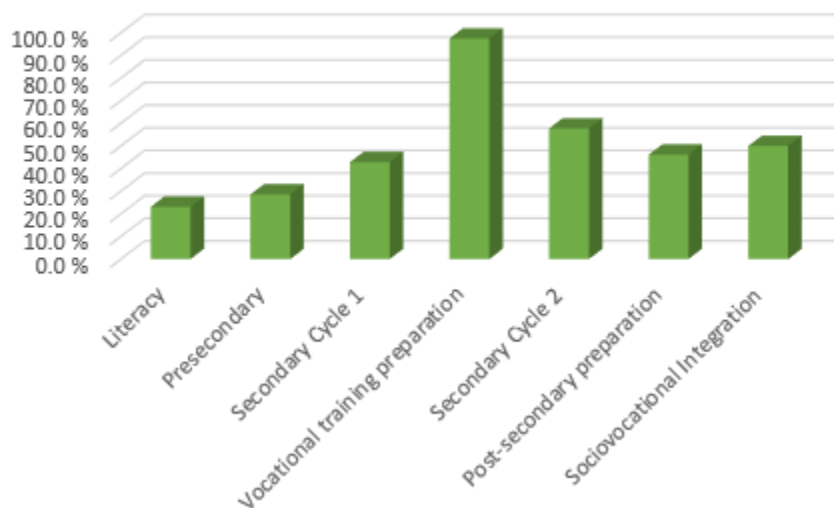


Table 8 highlights increasing frequentations at the Kitci Amik RAEC over time. As with the other RAECs, most students return to adult education to obtain their high school diploma.

## KAHNAWAKE RAEC RESULTS

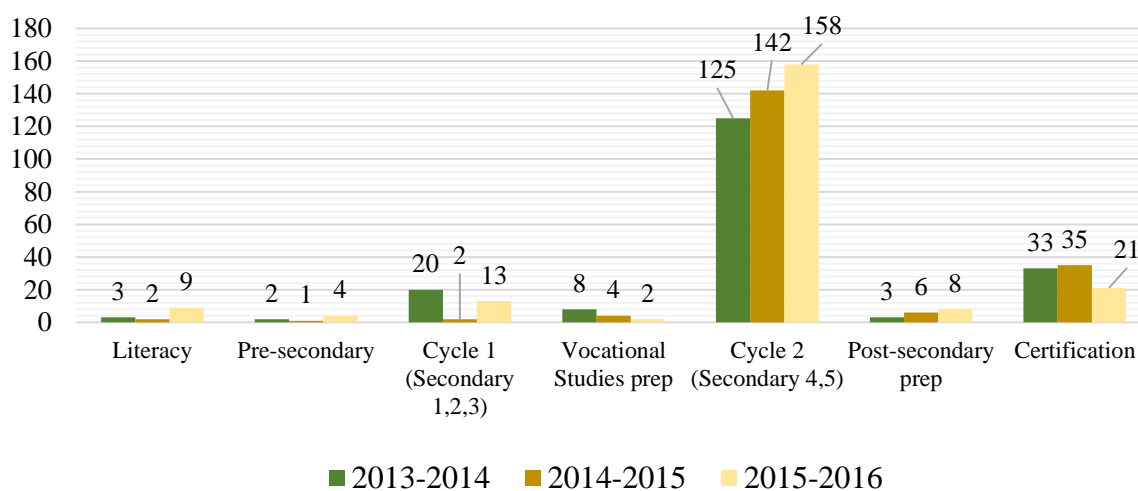
**Table 9: Kahnawake Success Rates Since 2013**

Kahnawake RAEC Perseverance and Success Rates  
2013-2016



At the Kahnawake RAEC, it is, once again, preparation for vocational training that has the highest success rate, as is evident in table 9.

**Table 10: Kahnawake Frequentations over time**

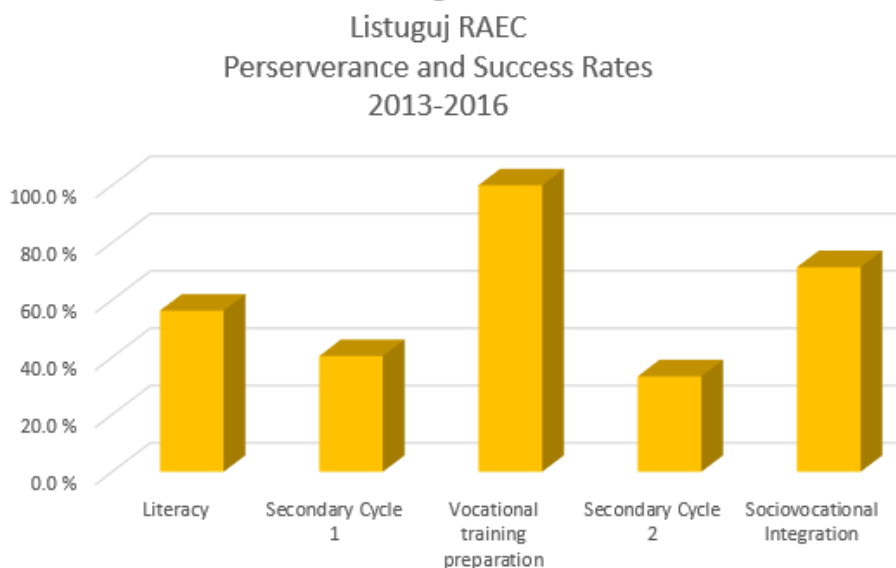


Following an analysis of Table 10, it is obvious, that year after year, the majority of adults who return to school wish to obtain their high school diploma.

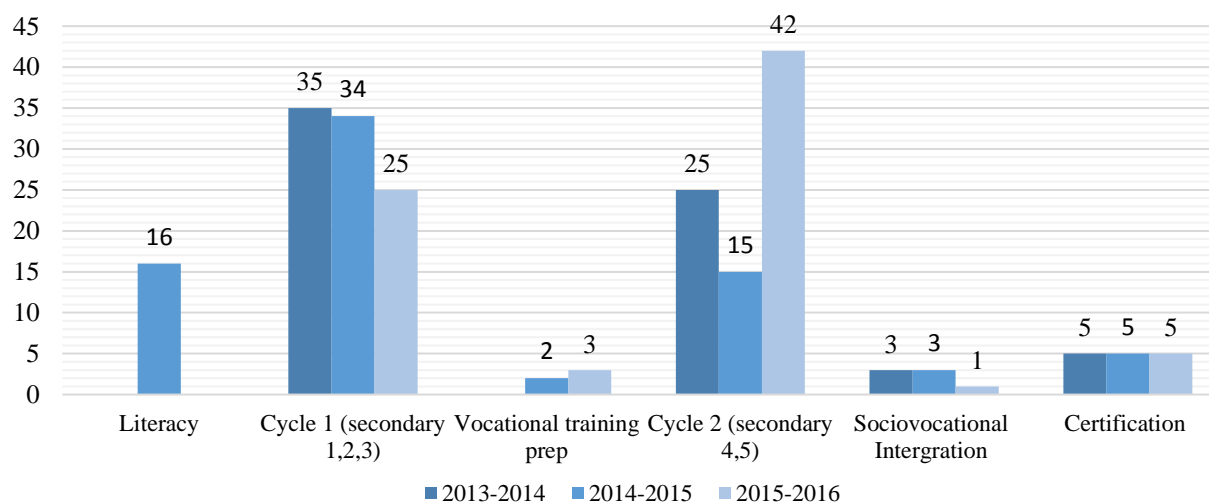
## LISTUGUJ RAEC RESULTS

**Table 11: Listuguj Success Rates Since 2013**

Table 11 provides information on the success rates of students registered at the Listuguj RAEC throughout the 2013-2016 school years. Students registered for vocational training preparation have a 100% success rate.



**Table 12: Listuguj Frequentations Over Time**



Most students who registered at the Listuguj RAEC take courses in Secondary Cycle 1 and Cycle 2, as is presented in the data in Table 12.

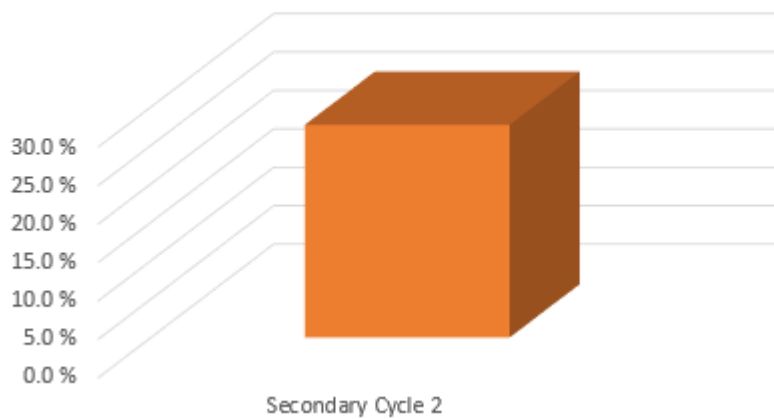


## UASHAT MAK MANI-UTENAM RESULTS

**Table 13: Uashat mak Mani-Utenam Success Rates Since 2012**

Uashat RAEC Pererverance and Success Rates  
Uashat 2012-2016

The Uashat mak Mani-Utenam RAEC has been receiving students since January 2016. Almost 30% of students registered in Secondary Cycle 2 have attained their objective.



**Table 14: Uashat mak Mani-Utenam Frequentations**

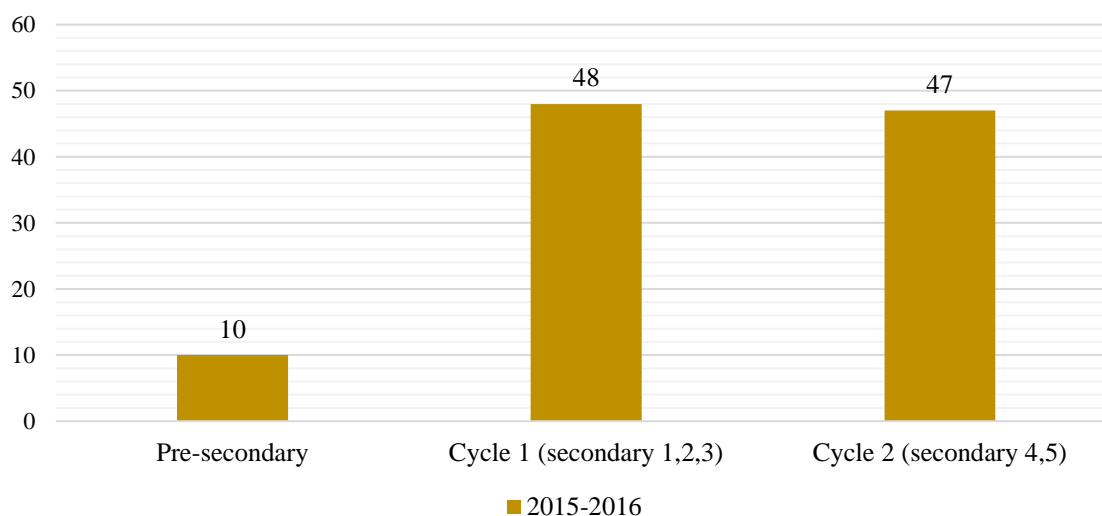
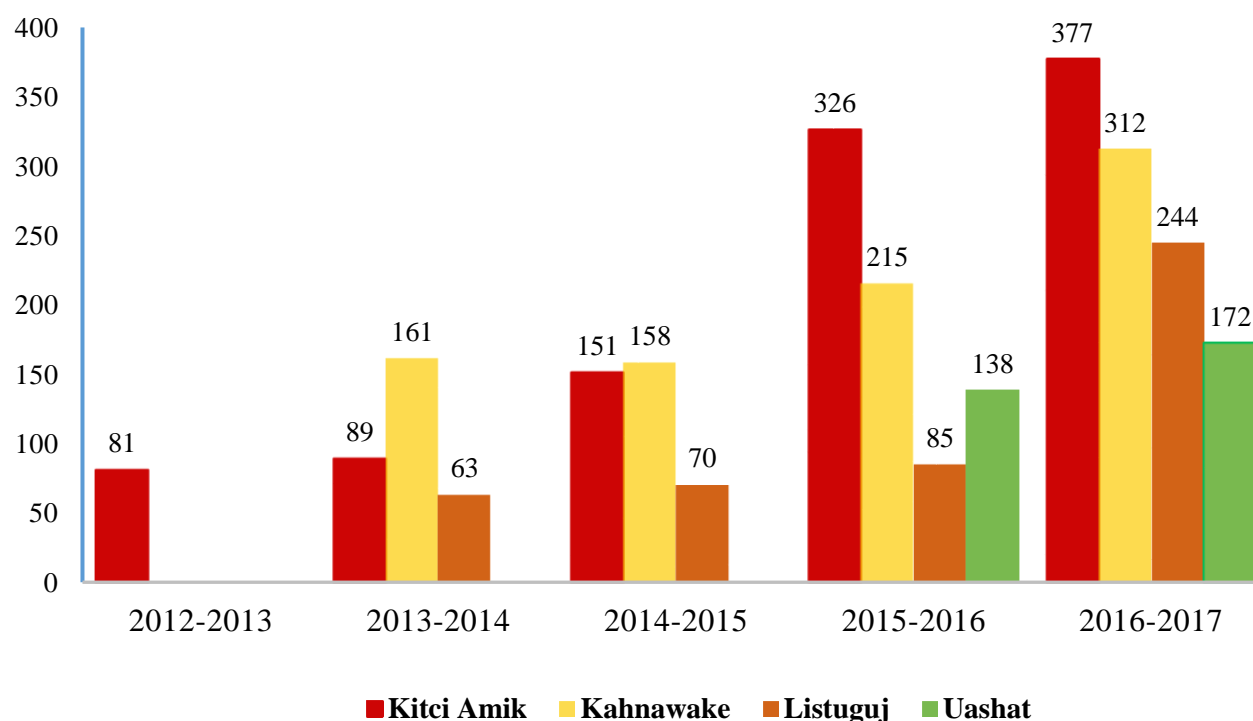


Table 14 highlights the fact that 90% of frequentations are either in Secondary Cycle 1 or Cycle 2.

## OVERALL PORTRAIT

Table 15 provides a comparison of frequentations at all four RAECs since 2012. There is an upward trend as First Nations adult learners become aware of the availability of culturally appropriate adult learning services in their communities. In 2012, there were 81 frequentations and in 2017 there were 1105.

**Table 15: Comparative Analysis of Total Frequentations Over Time by RAEC**



# FINANCIAL STATEMENTS

## First Nations Adults Education Trust I Statement of Operations For the year ended March 31, 2017

	<i>Schedules</i>	<i>2017 Budget</i>	<i>2017</i>	<i>2016</i>
<b>Revenue</b>				
Ministère de l'Éducation et de l'Enseignement supérieur		2,600,000	2,600,000	2,420,000
Indigenous and Northern Affairs Canada		953,405	953,405	990,159
Other revenue		-	-	999
FNHRDCQ		20,000	20,000	62,550
Emploi Québec		86,940	86,940	-
Ministry of Education		31,218	31,218	-
Heritage Canada		-	-	59,449
Employment and Social Development Canada		-	-	19,750
Deferred revenue - prior year		55,889	55,889	-
Deferred revenue - current year		(20,000)	(364,479)	(55,889)
Repayment of government funding		-	(19,834)	-
		<b>3,727,452</b>	<b>3,363,139</b>	<b>3,497,018</b>
<b>Program expenses</b>				
Ministère de l'Éducation et de l'Enseignement supérieur	2	2,039,750	1,695,271	1,333,196
Indigenous and Northern Affairs Canada	3	806,667	806,667	806,672
Champlain	4	146,738	146,738	183,487
Garneau	5	36,139	36,139	6,411
New Horizons	6	19,750	19,750	-
Mining Essentials	7	118,158	98,324	-
Heritage Canada	8	-	-	59,449
Strategic Partnership Initiative	9	-	-	20,000
Capital	11	-	3,196	4,566
<b>Total expenditures (Schedule 1)</b>		<b>3,167,202</b>	<b>2,806,085</b>	<b>2,413,781</b>
<b>Surplus before allocations to regional adult education centers</b>		<b>560,250</b>	<b>557,054</b>	<b>1,083,237</b>
<b>Allocations to regional adult education centers</b>		<b>(560,250)</b>	<b>(560,250)</b>	<b>(966,636)</b>
<b>Surplus (deficit)</b>		<b>-</b>	<b>(3,196)</b>	<b>116,601</b>



**First Nations Adults  
Education Trust I**  
**Schedule 1 - Schedule of Expenses by Object**  
*For the year ended March 31, 2017*

	<i>2017 Budget</i>	<i>2017</i>	<i>2016</i>
<b>Expenses by object</b>			
Accommodations and training materials	34,000	33,760	-
Administration	20,000	19,871	20,742
Amortization	-	3,196	4,566
Bank charges and interest	13,000	13,902	13,584
Computer expense	12,250	12,250	-
Curriculum delivery	163,738	163,091	-
Curriculum development	-	-	91,771
Evaluation and assessment	7,000	7,000	-
Furniture and equipment	20,000	19,675	51,942
Insurance	10,000	10,186	10,348
Office supplies	6,000	3,921	9,532
Printing	-	-	23,562
Professional fees	38,000	54,494	52,666
Recruitment	2,139	1,247	911
Salaries and benefits	2,794,408	2,396,290	2,064,694
Telephone	1,667	1,680	1,680
Training	3,000	2,835	4,590
Translation	15,000	14,552	15,918
Travel	27,000	48,135	47,275
	<b>3,167,202</b>	<b>2,806,085</b>	<b>2,413,781</b>