

First Nations Adult Education School Council



Les Savoirs guident nos Nations
Knowledge guides our Nations



Annual Report 2019



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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 endeavors and employment.





Message from the President & Executive Director

We are proud to present the Annual Report for activities in the 2018-2019 academic year. This year's report includes highlights from each of the four regional adult education centers, the satellite services they support as well as the First Nations Adult Education School Council that supports them all.

2019 marked the seventh anniversary of the creation of the First Nations Adult Education School Council (FNAESC). The FNAESC undertook a process, which led to a modification of its governance structure in order to better meet the needs of the communities and ensure stronger accountability to the AFNQL Chiefs table. The structure of the FNAESC continues to ensure student success, as the board of Trustees never lost sight of this important mission throughout the process. The results of this reflection are presented in the organigramme, which follows a brief history of creation of the organization.

The FNAESC is proud to support the Regional Adult Education Centers (RAEC) as they expand their reach to help more students from more communities achieve their goals. Though our annual report includes the reports from each of the RAECs, each one reports back to their respective communities. In fact, few activities would be possible without the ongoing support of the communities and partnering organizations within the communities such as the local Chiefs and councils, employment and training centers, departments of education and economic development. We are very thankful to all community partners who make it possible for RAECs to support students in achieving their goals.

Student success remains at the center of the information presented in this report and a summary the FNAESC's regional activities as well as each of the RAECs' activities is presented. Two RAECs have chosen to share a more elaborate report of their activities and these are available as separate, stand alone documents. An excerpt of the financial statements of the entire organization, which includes funds allocated to each of the RAECs is provided in the final section of this report.

It is important to highlight the important contribution of each Director and team member, without whom no student would succeed. We were able to organize a conference to bring all the teams together to Val d'Or in 2019. The experience was enriching for all involved and will certainly have a positive impact on student achievement and wellbeing in both the short and long-term. We aim to repeat the experience and continue to value the contributions of each team member.

Once you finish reading the 2018-2019 annual report, we are certain that you will join us in congratulating all the students and staff on their efforts.

Enjoy our review of the 2018-2019 academic year!

Susane King, President

Rola Helou, Executive Director



Our History

In 2018-2019, we took a moment to reflect on the governance of the organization. As an organization evolves, and especially when it grows as quickly as the FNAESC has over the past 7 years, it is important to reflect on the structure to ensure it continues to meet the needs it was created to meet. As such, we would like to briefly remind readers of the events that led to the creation of the FNAESC as well as the changes made to the governance structure to better meet the needs of communities.

Between 2001 and 2005, the communities around the First Nations Human Resources Development Commission in Quebec's (FNHRDCQ) regional table expressed concerns over the needs of their clientele who wished to access employment. Discussions ensued demonstrating the nature of the need as well as the disparity of the costs charged to each community in adult education service delivery. This led to the beginning of discussions with the *Ministère de l'Éducation, du Loisir et du Sport du Québec* (MELS).

In 2004, the FNHRDCQ signed an agreement with the MELS (now known as the MEES) for a survey of the communities and a report entitled "Drawing the profile of general adult education services offered in non-treaty communities in Quebec". The report was tabled in 2005 and recommended a takeover of adult education services offered to non-treaty First Nations citizens of Quebec, through the implementation of regional adult education centers.

In 2006, during the Socioeconomic Forum in Mashteuiatsh, the MELS committed to contributing to the creation a First Nations School Council in Adult Education and to the implementation of two regional adult education centers. Later, in a letter to the deputy minister of education, Regional Chief Picard confirmed that by "working with FNHRDCQ representatives, your Ministry will be able to adapt its adult education services to the First Nations clientele in order to offer all citizens the same opportunities for vocational achievement. (...)"

In 2011, the FNHRDCQ table mandated the provisional School Council to select two sites for the regional centers. Through an open call for proposals, the community of Lac Simon is selected for adult education services in French in 2012 and the communities of Kahnawake and Listuguj are selected to provide adult education services in English in 2013.

The legal entity called the First Nations Adult Education Trust 1 was created by the FNHRDCQ table in 2012 to receive funds from the provincial government and transfer them to its beneficiaries, which are the communities that host regional adult education centers. The Trustee would be appointed by the Chief and Council of each participating community as well as the regional tables of the FNHRDCQ, FNEC and Tshakapesh Institute.



Our History (cont'd)

In 2014, the Chiefs mandated the First Nations Adult Education School Council (FNAESC), which is the administrative branch of the Trust, to expand its services by supporting the opening of a regional adult education center in Uashat mak Mani-Utenam. In addition, the Chiefs wished to see more services offered within communities through the offering of satellite services as well as vocational training in the construction trades. Since then, service centers have opened in Kanesatake, Gesgapegiag, Pikogan, Val d'Or and Montreal and several vocational training programs have been offered in collaboration with provincial school boards.

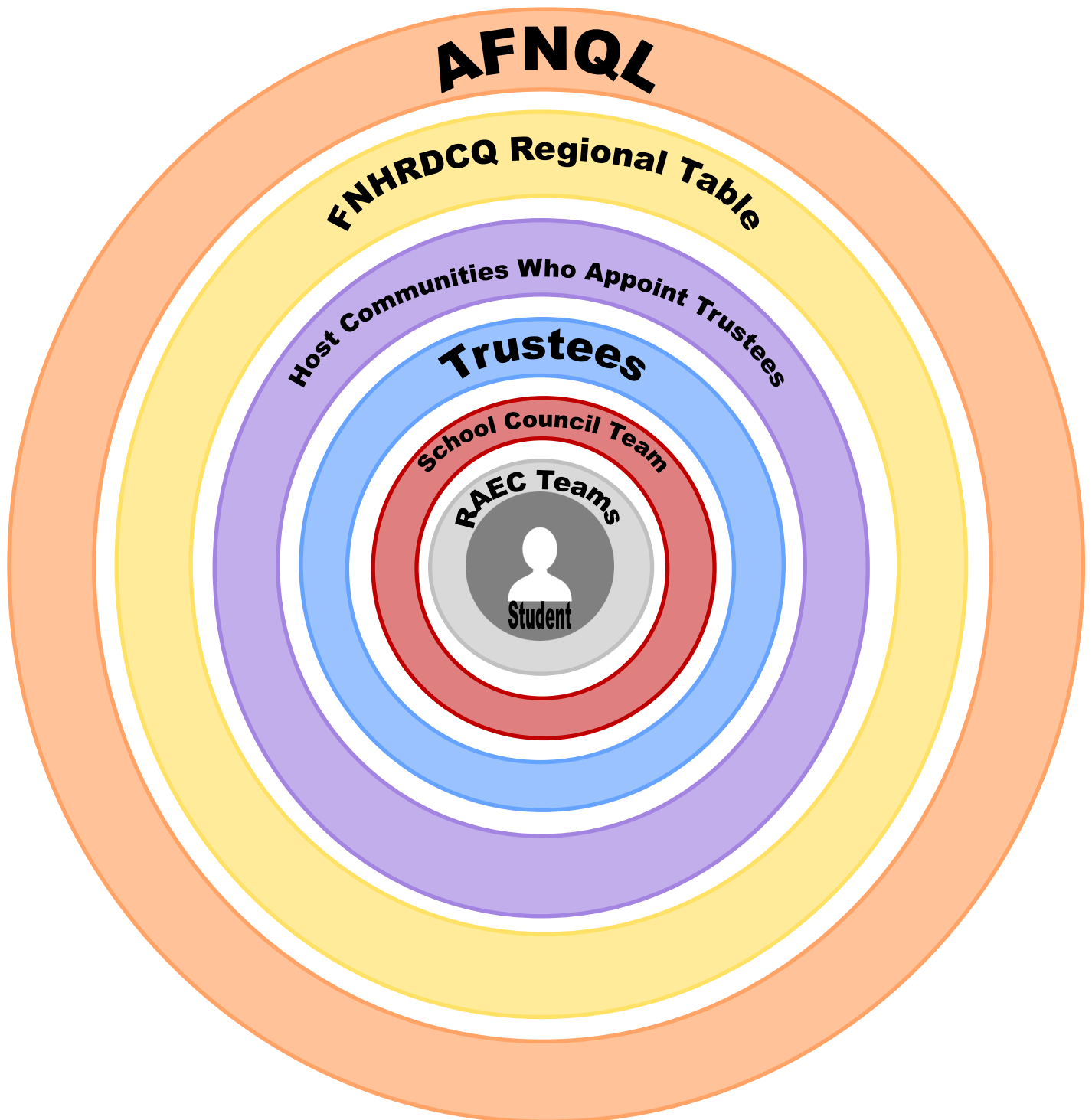
These changes led to a reflection on governance within the FNAESC. This resulted in the addition of Trustees to be appointed by communities receiving services by FNAESC regional adult education centers. The appointment of Trustees by regional organizations also shifted to enable equal consideration for each of the regional organizations servicing the same clientele as the adult education centers. Finally, the reflection reaffirmed the FNAESC's connection to the FNHRDCQ and the importance of returning to the FNHRDCQ table and its Chiefs for decisions and guidance.

The current composition of the board of Trustees is on page 8 and the organigramme that emanates from the organizational structure of the Trust on page 7.





Organigramme





2019 FNAESC Board Members

Annie Cyr, Trustee

Appointed by the Regional Table of the First Nations Human Resources Development Commission in Quebec (FNHRDCQ)

Rosalie Sioui, Trustee

Appointed by the First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC)

Steven Horne, Trustee

Appointed by Tewaohnnhi'saktha for Kahnawake

Vicky Lelièvre, Trustee

Appointed by the Host Community of Uashat mak Mani-Utenam

Michelle Lamouche, Trustee

Appointed by the Host Community of Kanesatake

Pamela Papatie, Trustee

Appointed by the Host Community of Lac Simon

Denis Gros-Louis, Trustee

Appointed by the First Nations Education Council (FNEC)

Marjolaine Tshernish, Trustee

Appointed by Tshakapesh Institute

Jennifer Labillois-Metallic, Trustee

Appointed by the Host Community of Listuguj

Armand Martin, Trustee

Appointed by the Host Community of Gesgapegiag

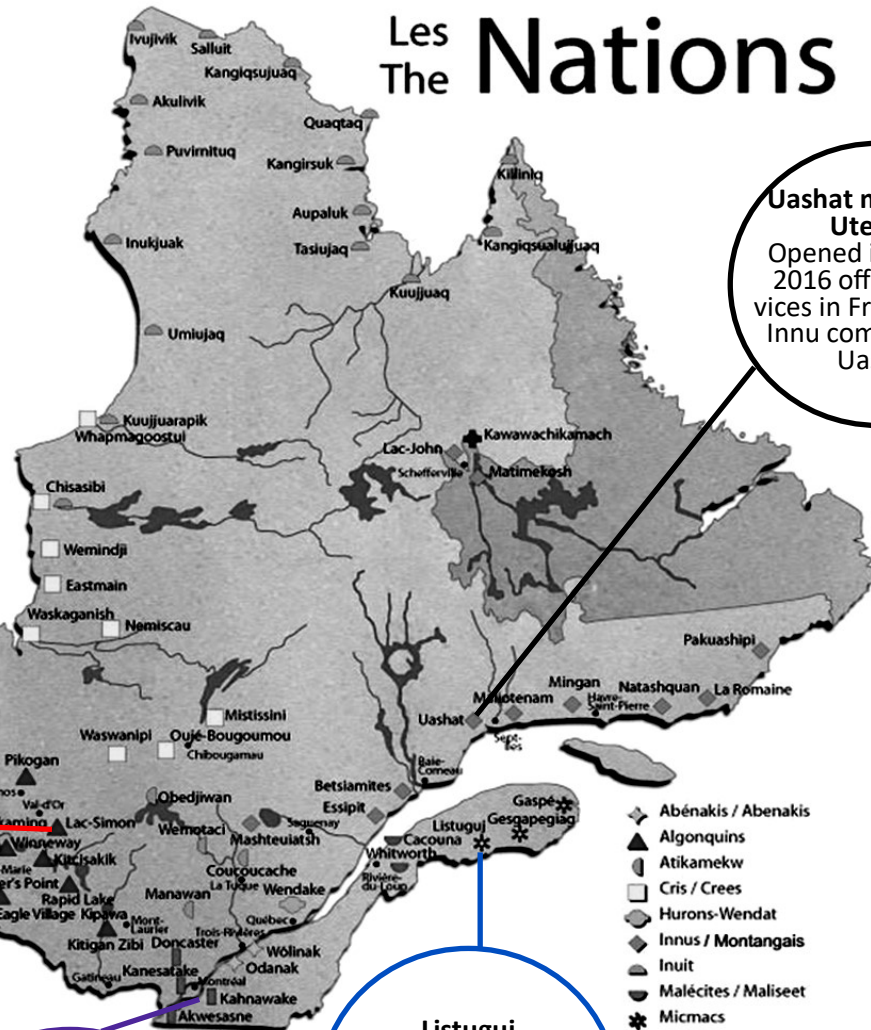


Territories & Governance

The FNAESC meets three times per year. One seat is reserved for the Trustees appointed by the regional table of the First Nations Human Resources Development Commission (FNHRDCQ). Six seats are reserved for communities that offer adult education services. One Trustee is appointed by each of the following communities: Lac Simon, Uashat mak Mani-Utenam, Kahnawake, Listuguj, Gesgapegiag and Kanesatake.



Les Nations



Uashat mak Mani-Utenam

Opened in January 2016 offering services in French in the Innu community of Uashat

Kitci Amik

Opened in 2012 offering services in French in the Algonquin community of Lac Simon

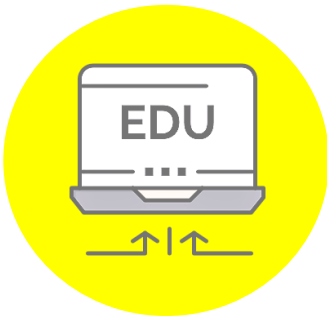
Kahnawake

Opened in 2013 offering services in English in the Mohawk community of Kahnawake

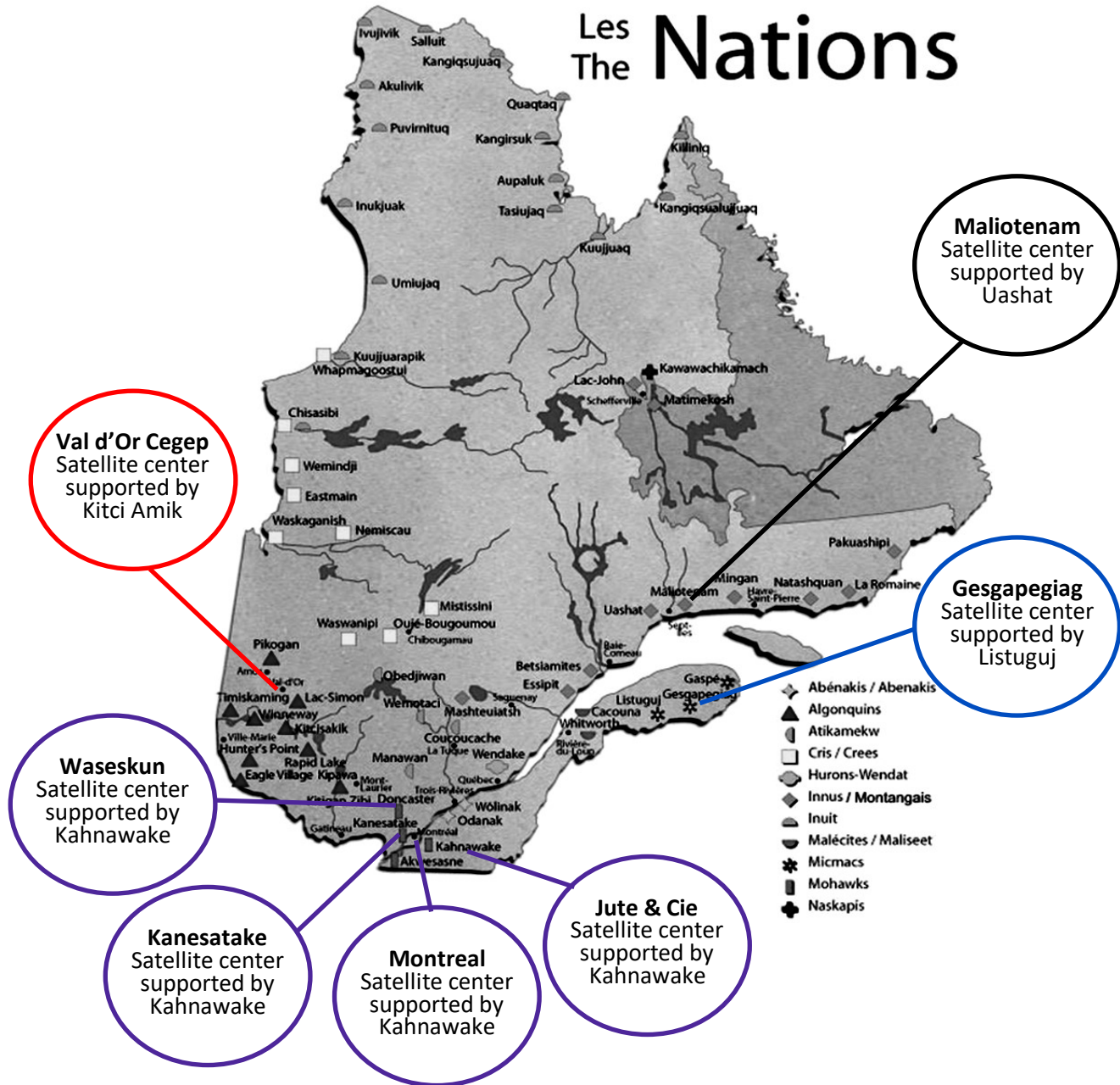
Listuguj

Opened in 2013 offering services in Mi'gmaq and English in the Mi'gmaq community of Listuguj

In addition, three seats are reserved for Trustees designated by regional organizations, one for each of the following: Institut Tshakapesh, First Nations Education Council (FNEC) and the First Nations Quebec Labrador Health and Social Services Commission (FNQLHSSC). The presidency of the FNAESC, a non-voting seat, is reserved for the Executive Director of the FNHRDCQ, which created the FNAESC in 2012.



Satellite Centers





Portrait of All Four Centers

The four Regional Adult Education Centers (RAEC) supported by the FNAESC are as unique as the nations they serve.

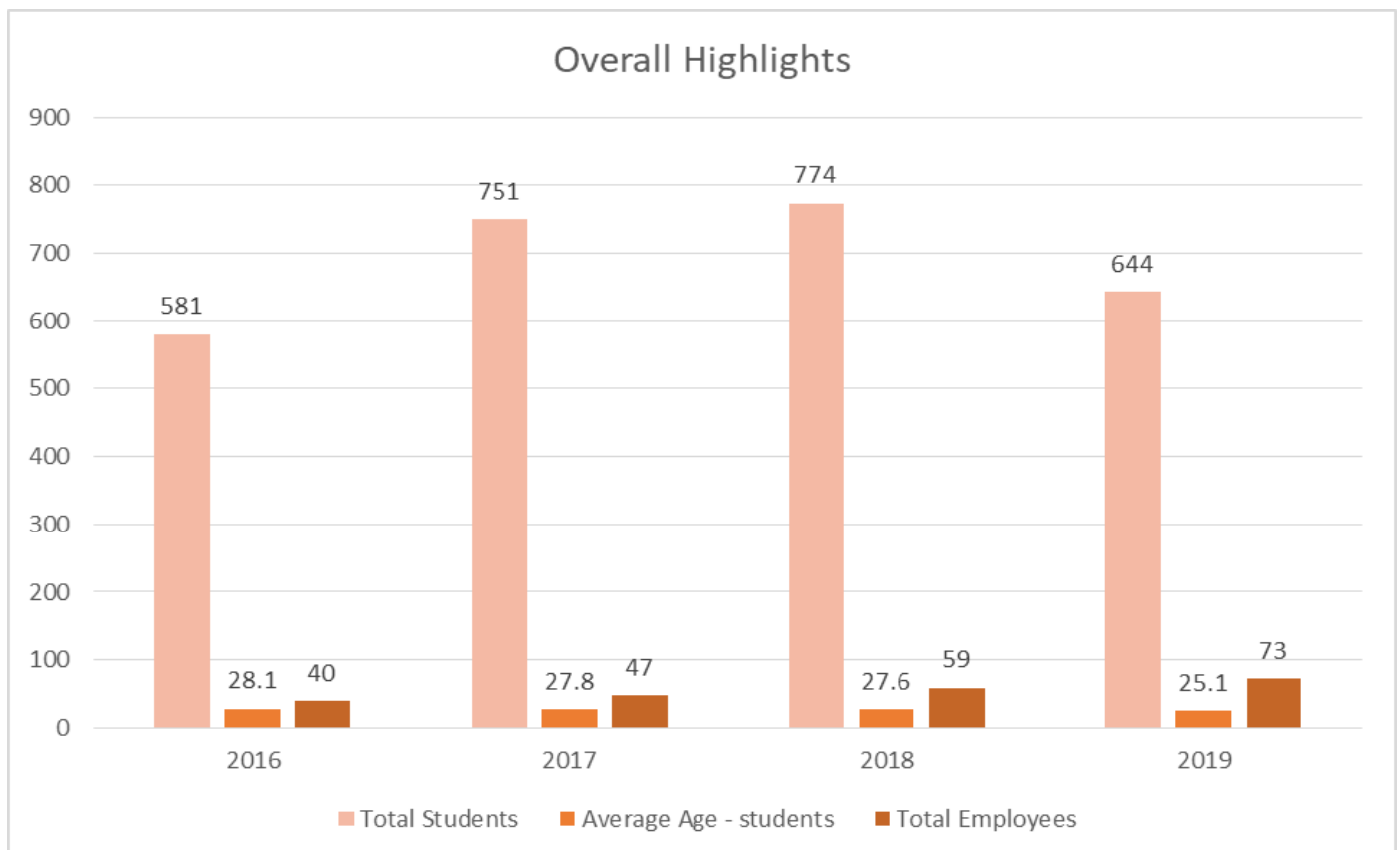


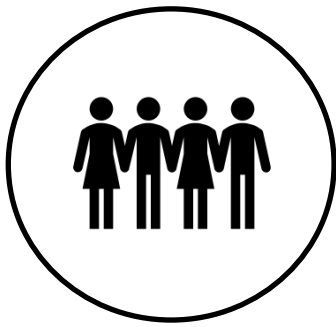
644

Total registered students in 2018-19

25

Average age of student





46 %

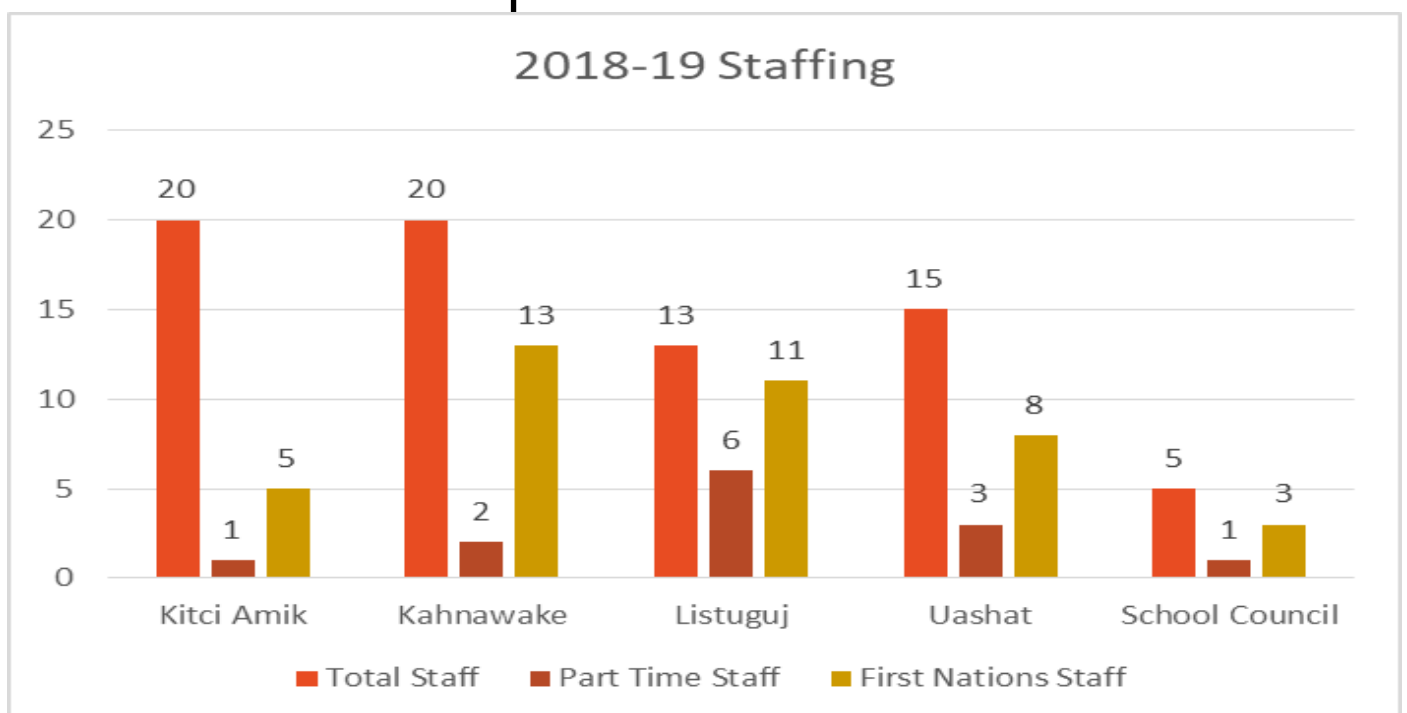
**Increase in
Indigenous
staff since
2017-18**

\$ 3.6 M

representing
**85 % of the budget which
are human resources
expenses**



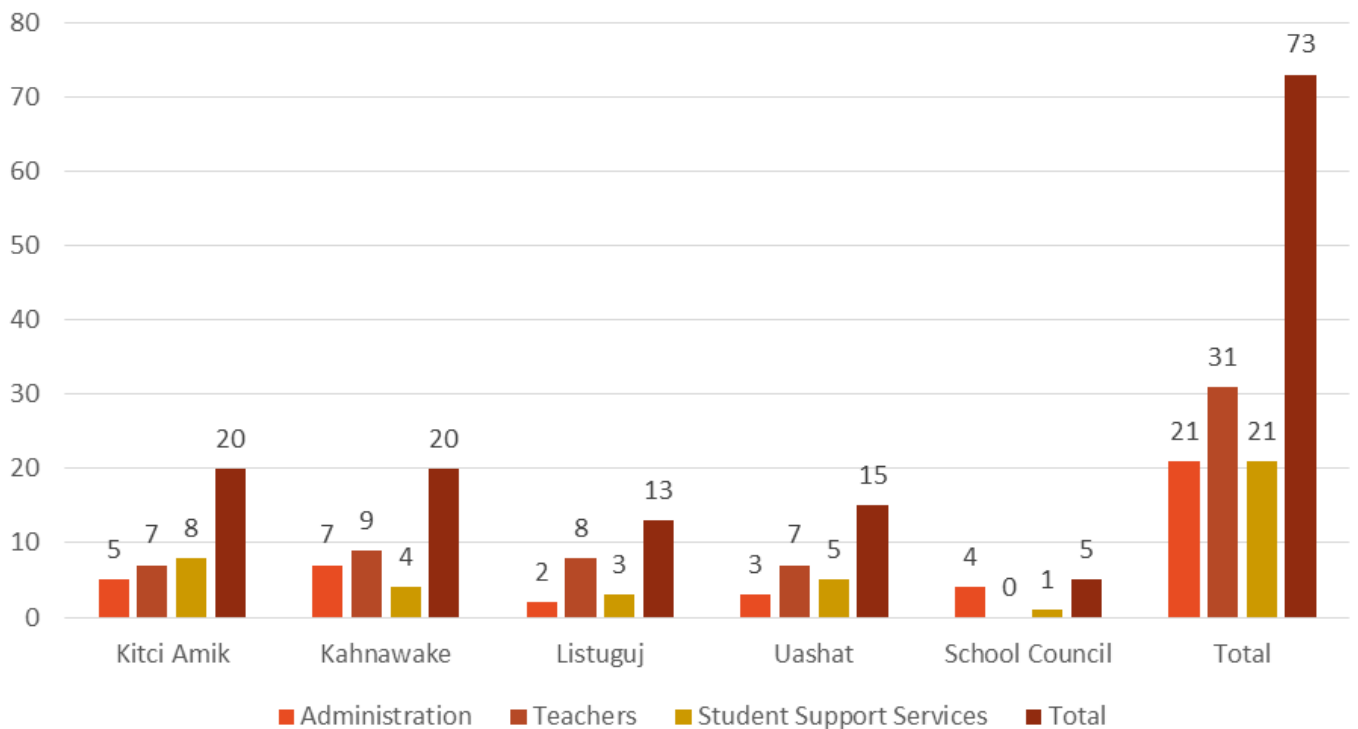
**Teachers represent 43% of all
staffing positions in 2018-19**





Employees (cont'd)

2018-19 Staffing by Position



82%

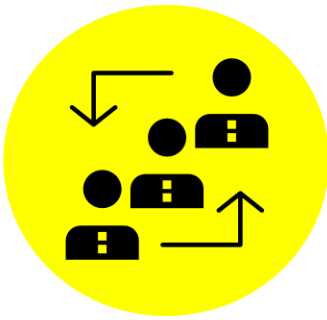
of staffing positions are full-time employment in 2018-19

50%

Increase in Student Support Services positions since 2017-18

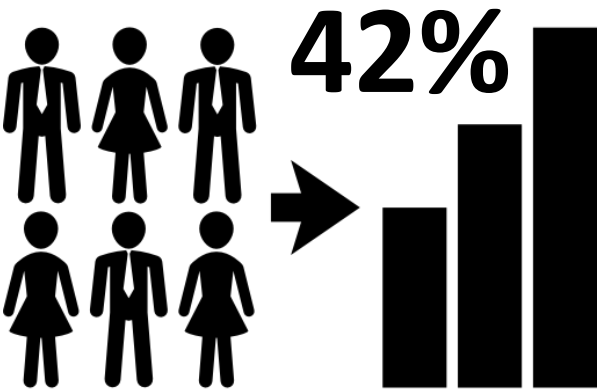
55%

of staffing positions are held by Indigenous staff in 2018-19



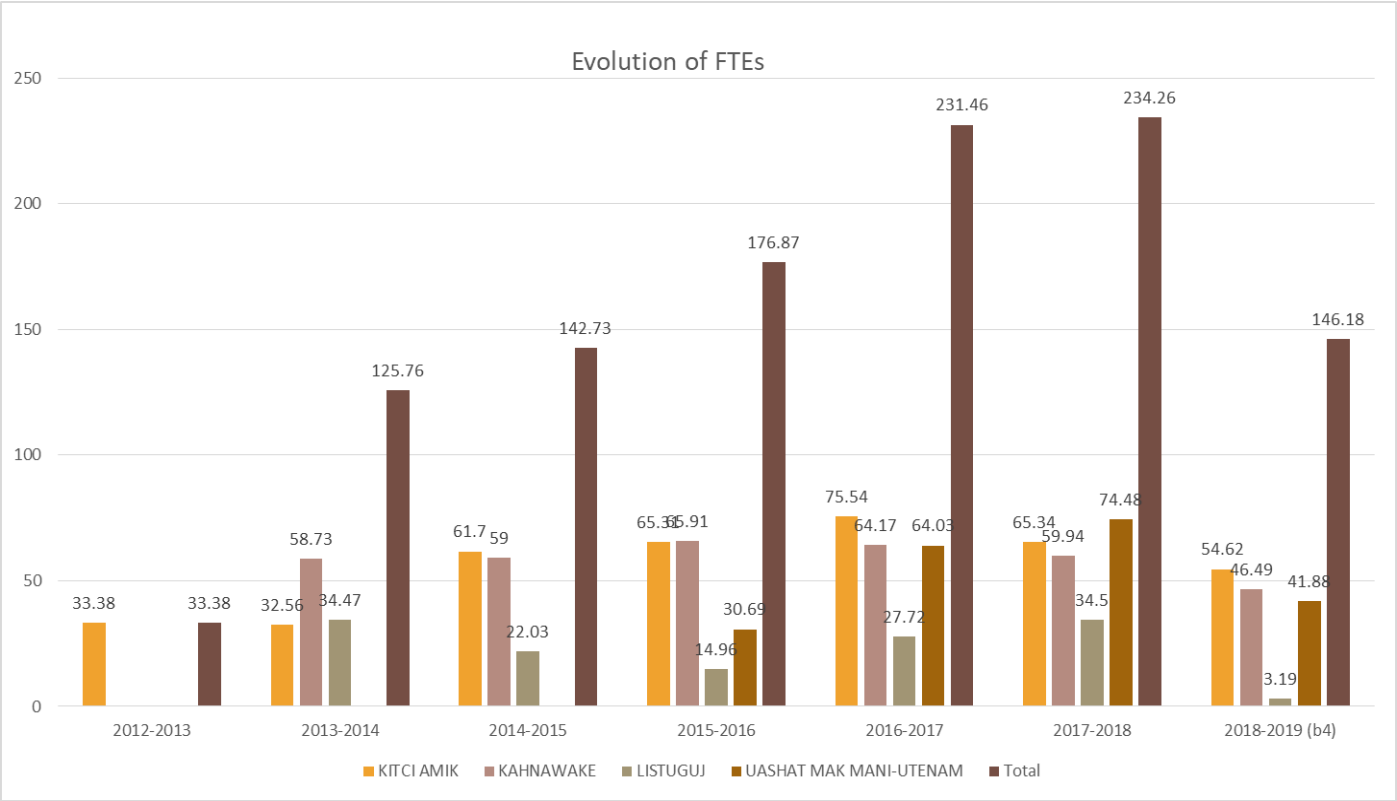
Students Registered

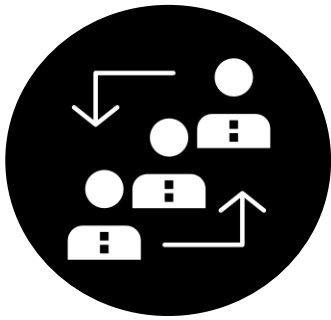
In general adult education, one adult learner does not produce one full time equivalent as is the case in the youth sector. It takes, on average, three students to complete 900 hours of study, which translates to one full time equivalent (FTE).



Students at the Kahnawake RAEC are from outside the communities of Kahnawake and Kanesatake

28
First Nations communities have members registered in a RAEC in 2018-19

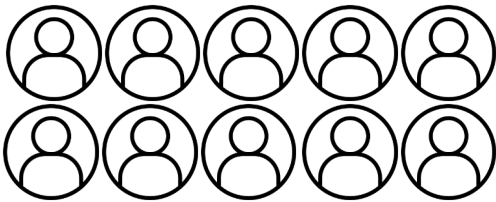




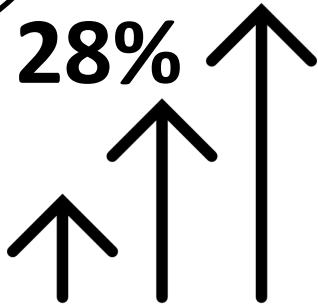
Students Registered (cont'd)

3

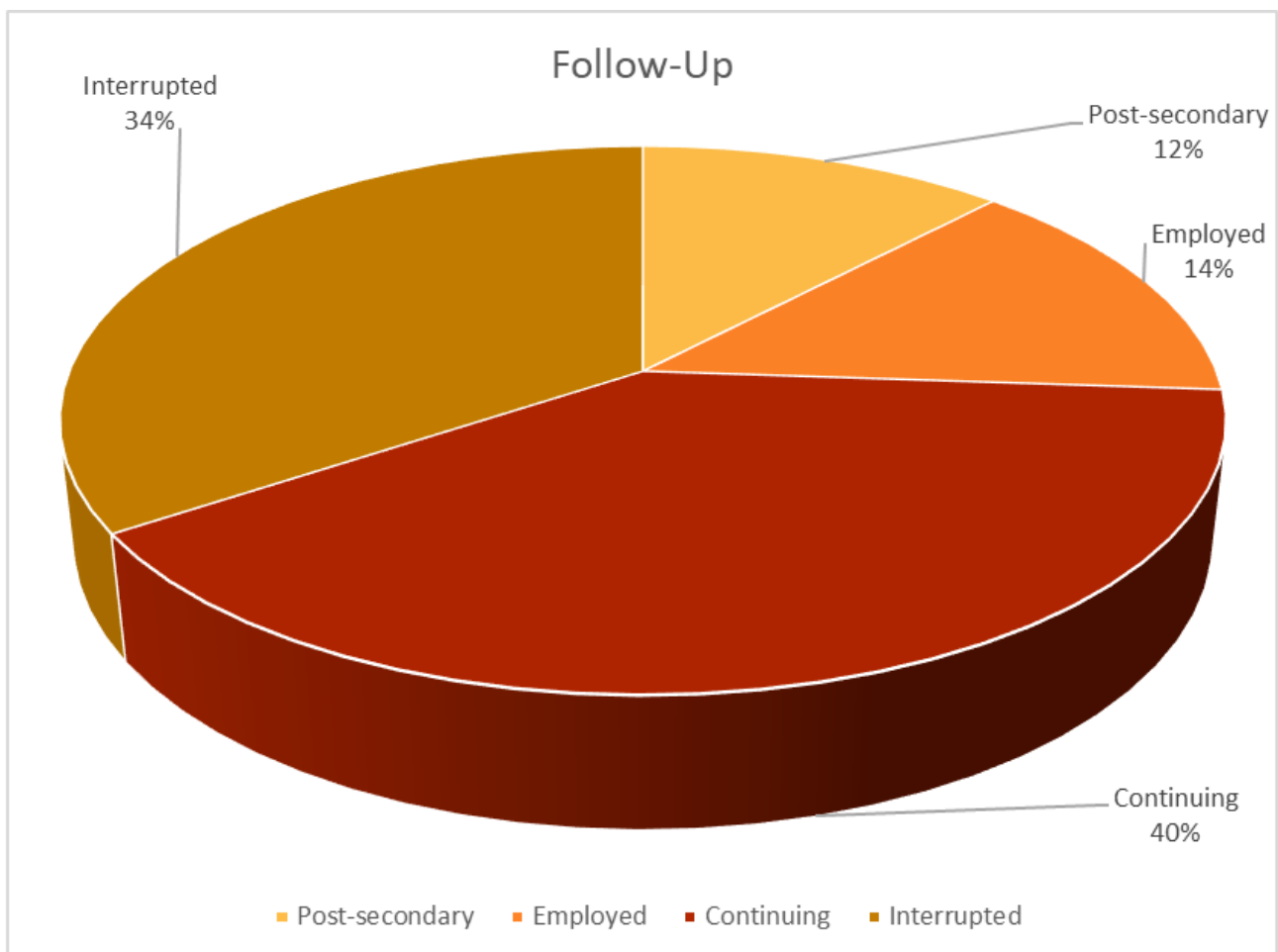
Indigenous Student Ambassadors at Champlain College
St-Lambert – Mentor the
Intern Program –
Tewatohnni'saktha



10 new students for Cohort #3 in
the AEC in Housing Management



Increase in students from
Gesgapegiag in 2018-19





Students 2018-2019

Kitci-Amik				
Year	2015-16	2016-17	2017-18	2018-19
Total Students	159	230	202	222
Average Age	26	25	27	29
Community of Origin	85% are from Lac Simon	N/A	54% are from Lac Simon	54% are from Lac Simon

Kahnawake				
Year	2015-16	2016-17	2017-18	2018-19
Total Students	213	272	280	185
Average Age	25	28	20	19
Community of Origin	62% are from Kahnawake	42% of are from Kahnawake and 8% are from Kanesatake	68% are from Kahnawake and 14% are from Kanesatake	47% are from Kahnawake and 11% are from Kanesatake

Listuguj				
Year	2015-16	2016-17	2017-18	2018-19
Total Students	78	89	97	67
Average Age	33	31	32	27
Community of Origin	100% are from Listuguj	61% are from Listuguj and 39% are from Gesgapegiag	46% are from Listuguj and 41% are from Gesgapegiag	67% are from Gesgapegiag and 27% are from Listuguj

Uashat mak Mani-Utenam				
Year	2015-16	2016-17	2017-18	2018-19
Total Students	131	160	195	170
Average Age	28	27	25	26
Community of Origin	96% are from Uashat mak Mani-Utenam	90% are from Uashat mak Mani-Utenam	82% are from Uashat mak Mani-Utenam	85% are from Uashat mak Mani-Utenam

Total	581	751	774	644
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Regional Adult Education Centers (RAEC)





Kitci Amik RAEC

under the direction of Mr. Martin Adam

General Education for Adults

In 2018-2019, a minimum of 220 attended the Kitci Amik RAEC. These 222 students were distributed at Lac Simon and at the Val-d'Or Pavilion.

Pikogan Pavilion

In June 2018, discussions and planification looking into the possibility of opening a Pavilion in the Algonquin community of Pikogan.

Recycling Project (FMS)

Official opening of the KJP Workshops in February 2019 as part of a social inclusion program which consists of recovering computer and electronic materials with 3 students registered in April 2019.

ACS in First Nations Accounting

During the year, continuation of the ACS with 5 students. End date: April 2020.

DES-6

There were 12 registrations for DES-6 for the year 2018-2019.

ACS Housing

New cohort in 2018-2019 with 8 students who graduated.

ODACIC

20 skills assessments were carried out in 2018-2019.

Conferences on Indigenous Realities

In 2018-2019, 4 conferences were held for companies from the region.

Wedî

The training took place in May 2019 with 4 participants (2 at the Val-d'Or Pavilion and 2 at Lac Simon).

Accompaniment

Over a hundred accompaniments are given each year at the Ktici Amik RAEC. The most frequent supports are psychosocial, for follow-up training and FMS (training in a semi-specialized trade).





“The upcoming year holds new challenges and new projects for us.”

Kitci Amik RAEC (cont'd)

under the direction of Mr. Martin Adam

Gala

7th Gala in 2018, several awards of excellence were awarded in different categories, such as Efficiency and performance, Attendance, Tenacity, Effort and Success, Determination and perseverance, Work-study balance, Favourite and Tenacity and post-secondary effort.

Financial Education Course

First edition of financial education training given to students in 2018 with 9 students.

Driving Lesson Preparation with Reading Strategy Literacy

This course helps participants registered in a driving course to pass their theoretical exam. 12 students benefited from this course.

Daycare

Since the establishment of the daycare service offered to students registered and present at Kitci Amik RAEC, the number of children has increased every year. In 2018-2019, 12 children from 2 to 5 years old benefited from this precious service. In addition, the daycare offers lunch service and after-school care for students aged 5 and over and where 10 children have benefited from these services.

FMS

◇ Gas station

9 students for this FMS, started in May 2019. This training prepares students to work as a convenience store clerk following the new service station planned for January 2020.

◇ Mines

In partnership with the Eldorado mine, 5 students worked for 8 weeks in different positions at this mine.

Assistance to individuals in private residences for seniors

Started in February 2019, 6 students enrolled in this course with 3 graduates.

GDT Pessamit

Help for success of the training prerequisites in Pessamit with 11 students. Training began in April 2019.

Conference

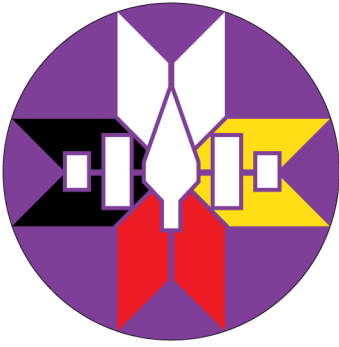
Kitci Amik RAEC was the host city of the 1st Conference held in May 2019.

Recognition of prior learning and GDT

Several have carried out recognition of prior learning as well as GDT tests carried out for 2018-2019.

Community and compensatory work

5 participants have completed their community work program.



Kahnawake RAEC

under the direction of Ms. Tamara Assanah until June 30, 2019

The FNAESC hired an Indigenous Director in September 2019, Ms. Carina Deere, to oversee the operations of the Kahnawake RAEC providing services to over 185 adult learners in its locations in Kahnawake, and through satellite services in Kanesatake, and Kaneko:ta in Montreal. A total of 56 graduates celebrated their accomplishments at the annual graduation ceremonies held in November 2019. These successes are due to student commitment to pursuing their studies and eventually achieving job placements in their chosen fields.

Kanesatake is the first satellite under the Kahnawake RAEC, which is located in the Kanesatake Human Resource Office (KHRO) building in Kanesatake. The program can accommodate up to 18 students offering upgrading opportunities through the Pre-Employment Program (PEP). The PEP program, coordinated by Petal McComber, in conjunction with Kanesatake's Social Assistance department (SA) and KHRO provide upgrading opportunities to prepare Adult students for the workforce.

The Kaneko:ta pilot project, the second satellite, offers unique learning opportunities to Indigenous Adults in the urban setting in downtown Montreal, Quebec. All partners (FNHRDCQ, Native Women's Shelter of Montreal, Native Montreal, Montreal Friendship Center, Projet Autochtones du Québec and the FNAESC), agree the Kaneko:ta program should continue to fill the needs of individuals in Montreal's downtown core.

The RAEC continues to partner 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, which led to their employability once their six-month work stages were complete.

The partnership between the Centre de formation des métiers de l'acier (CFMA), Tewatohnhi'saktha and the Kahnawake RAEC continued in the 2018-2019 school year. The RAEC offered a preparatory program which enabled eight students to begin the Installation of Concrete Reinforcement

vocational studies program. This partnership has enabled 40 Indigenous students to obtain a Diploma of Vocational Studies in Iron Working or in Installation of Concrete Reinforcement since 2016.

The Kahnawake RAEC provides a Ministry accredited First Nations Adult Education program at Waseskun Healing Center located north of Rawdon, Quebec. Indigenous men in this facility are provided the opportunity to upgrade their skills to transition into the workforce upon their release.





Kahnawake RAEC (cont'd)

under the direction of Ms. Tamara Assanah until June 30, 2019

ASP 30 is a Quebec sanctioned safety certification program allowing successful participants access to employment in the construction field. The RAEC in Kahnawake hosted an ASP 30 certification course on December 14 and 15, 2019 at the Center. A second certification session has been added for the Spring of 2020 to support the participants on the waiting list.

In keeping with our commitment to offering culturally relevant teachings, we continue with our Sustainability Project with such initiatives as our Three Sisters Garden, our free-range livestock and bee farm. These projects provide the opportunity for our Kanienke:ha language to be incorporated in an authentic manner. We aim to encourage and support our students so they will develop and maintain the motivation needed to reach their educational and future employment objectives. We incorporate core teachings of Onkwehonwe traditions. By doing this, we have created more than just a school, we have built a community and begun planting the seeds of success.

We continue to offer Kanienke:ha basic and intermediate language courses on a daily basis. In order to service the demand for Kanienke:ha programs, we are in the planning process of offering evening courses. In part, this planning will include the development of a Kanienke:ha curriculum in both levels of teaching.

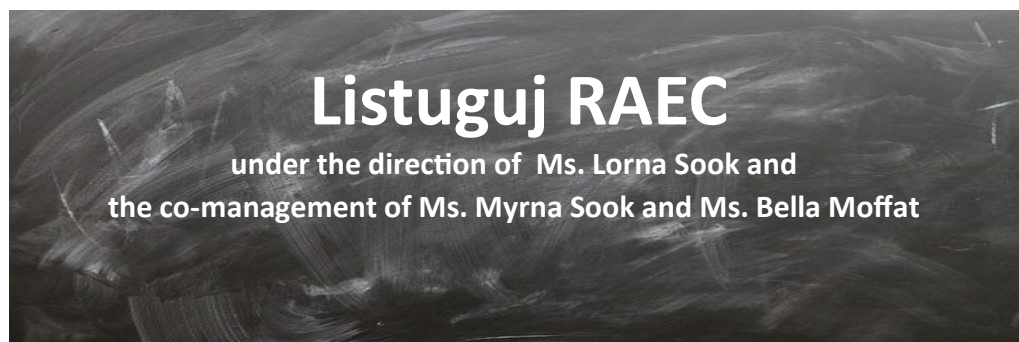
The Three Sisters teachings, in relation to our garden, are being incorporated into our Social Integration Pilot Program's curriculum to bring hands on opportunities to developing basic living skills. The program is designed to integrate our Three Sisters teachings in all subject areas to help students acquire the basic skills to move forward into work placement opportunities. In combination with the Sustainability project, the Social Integration students have the opportunity to harvest and produce consumable products.

It is also with great pleasure to acknowledge one of our students, Wesley Norton from the Social Integration program as one of the 2019 FNAESC bursary recipients. He is acknowledged for his commitment to preserving the Kanienke:ha language and culture.



Future initiatives, including the above-mentioned Kanienke:ha evening courses, are as follows:

- ◊ PREP program for a Home Care program offered in Kanesatake in partnership with the Sir Wilfred Laurier School Board.
- ◊ Sustainable Energy partnership with Mohawk Council of Kahnawake and Akwesasne's Iohahio Adult Education Center.
- ◊ Pursuing a partnership with Quebec Provincial Leclerc Women's Correctional Institution to support transition opportunities for successful integration back into the workforce through academic upgrades.
- ◊ Pursuing a partnership to develop a Sewing entrepreneurship course, potentially including the Kahnawake Community fund and the Martin Family Initiative.

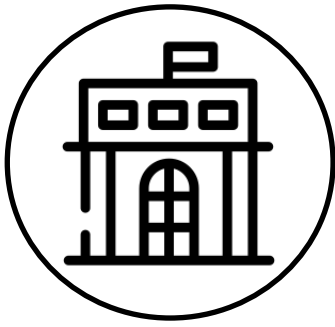


The Listuguj RAEC has been offering services to Listuguj community members and surrounding areas for seven academic calendar years. The Listuguj RAEC has clientele from Listuguj, as well as from neighbouring communities. The center has a new location - a place where staff and students can call home. Renovations were on-going throughout the summer of 2018, so that the center would be ready to welcome staff and students for the following school year. The center is now equipped with a full-sized kitchen, art and culture room, a lounge, library, staff room, and three classrooms.

Key Achievements

- ◇ Staff and students participated in the Listuguj Mi'gmaq Government's Annual Open House. Students gathered information and learned about services they can use from all sectors of the LMG, such as the Listuguj Education Training and Employment sector, Community Health Services, Economic Development, and more.
- ◇ Staff and Students celebrated Mi'gmaq History Month (October). Guest speakers from local organizations were Andrew Lavigne from Mi'gmawei Mawiomis Secretariat and Derek Barnaby from Listuguj Enhancement. They came to the center to offer teachings on sacred fires, drumming, cultural ceremonies, and a history lesson on treaties.
- ◇ Throughout the school year, several fundraising events took place. Staff and students had an Indian Taco Sale, sold tickets for a Christmas Basket, and FNRAEC-Listuguj's famous Valentine's box of sweets fundraiser. Monies generated through these fundraisers were used for students during Christmas, student appreciation week, the year-end celebration, and other activities. Students also decided to donate all proceeds made through a Halloween bake sale to a woman who lost her home and home business to a fire.
- ◇ Staff explored different subjects to offer students each year, aside from the academic courses. This year Photography and Indigenous Art 2 were added to the schedule. Excursions were planned such as feeding deer in Kedgwick, NB, where students took pictures that were a part of an assignment for this class. Students also made a movie with Wapikoni mobile. They also learned how to tell stories through still images.
- ◇ Mi'gmaq Culture has always been a part of the schedule. Each year different teachings are shared with students. These teachings are the way of the Mi'gmaq - to pass down oral history from one generation to the next. Students learned to split and dye ash and make small ash baskets. They also tapped maple trees, collected the sap, processed it at the center and made fresh maple syrup. They processed a fresh moose hide, went smelt fishing, picked sweet grass, sewed a salmon fishing net, and much more. Each of these teachings came with the history as to how and why it is done.
- ◇ The FNQLHSSC was in Listuguj to do a presentation of their "It's Not Right" program. The coordinator from LMG for this event, approached FNRAEC students to see if they would be interested in producing a skit/video that shows elder abuse. Five students produced and filmed a skit titled "Scamming our Grandfather" which was shown at the "It's Not Right" public gathering.
- ◇ This year we have two students who successfully obtained their Secondary V Diploma, Suzie Caggiano from Listuguj and Emily Court Vallee from our neighboring community of Pointe-a-la-Croix.
- ◇ As each school year comes to a close, the center celebrates staff and students' successes throughout the year. This year we invited Stephen Jerome of Gesgapegiag to come to the center to teach traditional basket making. Stephen was featured in a short film called My Father's Tools, from Wapikoni mobile. The film was made in honor of his father. Stephen continues the production of traditional baskets from his studio that he calls the Ash Hole.





Listuguj RAEC (cont'd)

under the direction of Ms. Lorna Sook and
the co-management of Ms. Myrna Sook and Ms. Bella Moffat

Offered Courses

Innovative Literacy, Numeracy and Language Skills Projects

Adult Mi'gmaq Immersion – Levels 1 & 2

Instructors worked with students who ranged from Novice Low Level to a Novice Mid Level (Level one students) and a Novice Low Level to an Intermediate Mid Level (Level 2 students). The combined class offered some challenges since the number of students in the Level two class consisted of two students, and if one of the two students was missing than half the class was gone. The instruction went on for eight months throughout the year, leaving us with no option but to integrate the level two students with the level one students. The level one benefited from the exposure of the level two students and looked to them for guidance and advice while the level two benefited from repeated exposure to the four skills taught in the previous year. In 2019-2020 level, all level one students will be moving up to level two. The level two students will remain in level two if they choose to remain with the program. The experience will provide additional instruction in all four skills: listening, reading, speaking, and writing with an emphasis on speaking for the level two participants.

Mi'gmaq Language Training

Building upon the Mi'gmaq language teaching program that has been successfully implemented at the Listuguj Education Directorate (LED) with adult learners since 2006, instructors will work with a cohort of fluent speakers needing to acquire literacy skills to develop materials for use in Mi'gmaq immersion classes for children aged 4-9 in the community school.

Vocational Training

Personal assistance in institutions and at home (5358)

The Residential and Home Care Professional Education Program prepares for the practice of resident attendants and caregivers and live-in caregivers and live-in caregivers in the field of health and social services. This occupation aims to provide assistance and care to clients of all ages with physical, psychic or psychosocial illnesses or disabilities in the public, private and community networks. The raison d'être of the profession is to supplement the person's disabilities and assist him in maintaining or restoring his independence and health.

Horticulture and Garden Centre Operations (5788)

The Horticulture and Garden Centre Operations program prepares students to practise the trade or occupation of plant-care worker.

For Listuguj Adult Education: After spending the first of many years in Listuguj's new center, there has been a renewed feeling of positivity among the adult learners. They have a sense of pride and ownership in the new center and have worked hard all year to make this new location their own. In addition, the FNRAEC staff also feel a sense of accomplishment, motivation and sense of belonging to the center as well. Each staff has shown and demonstrated their support and hard work in having a common vision in our new center.

For Vocational: Training will continue to prosper in the community by means of promoting and providing vocational courses to enhance and improve employment opportunities in Listuguj. Each year courses are identified to meet the needs and interest of the community.

For Literacy: Literacy is a key component to learning our Mi'gmaq language and culture. The Adult Mi'gmaq Immersion program demonstrates to be a productive, valuable and a positive project for the community. We hope to inspire others to come and participate in such a project in learning the Mi'gmaq language.





Satellite Site of Gesgapegiag

under the direction of Ms. Lorna Sook and
the management of Ms. Tammy Martin

Background Information

The site in Gesgapegiag provides direct adult education services to the Mi'gmaq First Nations community as well as members from Anglophone communities within the area.

The FNAESC works with the community and its needs, as well as obtaining local experts to lead community driven initiatives/objectives. The center administrator, instructors, and support staff are all local community members and therefore indicated the stake in the learners are higher due to their own identity and working to ensure their community members succeed. Additionally, there is this strong unwritten rule amongst the team to push First Nations identity and ensure it is part of its overall structure, as well as finding and implementing creative ways to include the communities' rich heritage and pride into its mainstream curriculum. However, there is a need for more student structure, planning and organization.

It's important to note that the center is still in its infancy state, at present, the center is coming to the end of third academic year and the opening was celebrated with the community on September 5, 2016. Since then, there has been a steady rise in student registration, with limited classroom space, registration opens only four (4) times a year for a three (3) weeks (summer, fall, winter & spring). Closing registration also creates a stable learning environment allowing the learners to adjust versus a continual intake system that creates stress and anxiety.

The options that are available to the learner include; high school leaving certificates, GDT, SVI occupational upgrading for an employment sector and upgrading to meet specific requirements for their desired trade, which usually is a GDT and Grade 10 or Sec. IV Math, English and French as a second language. Learners also have the opportunity to become proficient in the community's local indigenous language (Mi'gmaq), or further ones understanding of the Mi'gmaq world view and culture.

Structure

The Gesgapegiag campus still maintains a wide variety of learners, new, returning, some ready to leave, others coming in for personal reasons, some are distant, some clientele come from the treatment centers but overall these learners are from Gesgapegiag with the exception of a couple.

The schedules included Quebec's compulsory courses with other local popular courses such as Mi'gmaq Language, Mi'gmaq Baskets, as well as Mi'gmaq Culture through the lens of the world as well as a new component, a 60-hour Mental Health Wellness Courses and a lot of personal development all keeping its lens completely on the learners needs through the client center model.

The school year started in July 2017 with the learners working in various organizations as part of an 8 weeks for career exploration with the supervision of GHRDC. These learners spend 25 hours a week with an employer based on their individual action plans and received credits for their time spent volunteering their time. The usual employers included the Early Childhood Day Care Centre, Summer Cultural Camp, Literacy Camp, GHRDC operations, Mi'gmaq Cultural and Mi'gmaq Traditional Medicine Curriculum Development with Botanist and Elders. Those with severe barriers were under the responsibility of the center directly given that some suffered various degrees of mental health.



Satellite Site of Gesgapegiag (cont'd)

under the direction of Ms. Lorna Sook and
the management of Ms. Tammy Martin

The structure of the center was designed with the learners in mind, from the picture included, we were able to have 2 full schedules to accommodate the growing needs as well as partnering with the vocational Customer Services AEP program from ESSB, where we offered a cultural component as well as the mental health wellness program. And finally, every second week a workshop was held on Wednesday mornings to deal with themed barriers identified from the assessment process.

Special Projects

- ◇ Continued incentives for successful exams and attendance
- ◇ Health Working Group Workshops
- ◇ Gesgapegiag Human Resource Development Commission Annual Career Fair
- ◇ Listuguj Mi'gmaq Development Centre's Annual Career Fair
- ◇ Mi'gmaq History Month
- ◇ Student Chief and Council Elections
- ◇ Energy, production and transmission mapping
- ◇ Annual Moose Hunting
- ◇ Annual Smelt Fishing
- ◇ Mi'gmawei Mawiomis Business Corporation Information Session
- ◇ Annual Christmas Activities
- ◇ Launch of the Mental Health Awareness Information Booklet
- ◇ Literacy Month Activities
- ◇ World War I & II Veterans Presentation on Indigenous Members
- ◇ Presentation and Cultural Exchange with Cegep in Carleton
- ◇ Science and Forestry Project
- ◇ Visioning Exercise with Team FNRAEC
- ◇ Traditional Medicine Research Curriculum
- ◇ Mi'gmaq Language Curriculum Update

Accomplishments

The Gesgapegiag site is truly improving each and every year with support and a dedicated team, one student successfully completed the required credits to obtain their high school credits to graduate.

The retention rate for learners attending has been higher this year than previous years. This is as a result of the change to cross-curricular methods of instruction as well as the client center model to understand the learner's true needs.

A visioning exercise with the team was conducted at the end of the school year to ensure cohesion within the center's personnel as well as aligning the programming for the students with the Client Centered Approach while respecting the requirements from the MEES.

This short vision lays the foundation for future strategic planning, as well as generating common goals for the next 5 years to ensure student success within the center.



Satellite Site of Gesgapegiag (cont'd)

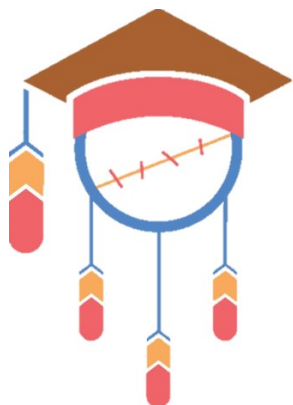
under the direction of Ms. Lorna Sook and
the management of Ms. Tammy Martin

Future

The learners' confidence increased to the point they volunteer in the community and have again created another election of a Student Chief and Council Body to create activities and they feel part of a community within their life at adult education. We have raised their expectations of themselves and each other and will continue to do so.

- ◇ A potential 3rd schedule
- ◇ Additional Space for the Gesgapegiag Center
- ◇ Increase of Clients from Quebec Assembly's Bill 70, Pre-Employment Support Services and the new funds from ESDC E.I. Black Hole Period
- ◇ Full time staff and support services such as special education and social, mental health in place for school year 2019-2020
- ◇ Diverse training to students and staff
- ◇ Staff to complete their university program upgrades
- ◇ Area dedicated to the Mi'gmaq culture & language preservation
- ◇ More space
- ◇ More staff to keep the connection and flow over
- ◇ More science courses offered
- ◇ Train the instructors to master the art of facilitation and to master their subject
- ◇ Adjust the way subjects are taught allowing room for concepts and engagement
- ◇ All VAK styles are necessary to engage learners
- ◇ Adopt both asynchronous and synchronous learning style
- ◇ Invest time to design a safe, supportive learning environment (equipment, technology, furniture, material)
- ◇ Invest to create three full time schedules rather than one and a half which would allow for a smoother transition
- ◇ Re-integrate pedagogical components from the youth sector for the core competencies
- ◇ Curriculum Mapping for all levels and subjects





Uashat mak Mani-Utenam RAEC

under the direction of Mr. Denis Dionne

For the 2018-2019 school year, we had planned ten objectives. Here is a brief summary of each of these objectives.

1. Certificate of professional studies in hunting and fishing guide

We have a group of eight students in this training with the Commission Scolaire des Rives du Saguenay and ITUM as partners. There were five Diploma in Vocational Studies – Land use Planning and Wildlife Protection students from last year with another DVS graduate who worked as a teacher. He had 4 field trips. The first outing was in the community territory located 122 miles along the railway for bear hunting. The second was in a wildlife reserve in the Beauce region (SEPAQ) for big game hunting. The third was in the community of Mashteuiatsh for the bustard hunting and finally several excursions on the Moisie river for salmon fishing. We had seven graduates in June 2019. We also have a second training for the DVS with a promotion of eight graduates.

2. Offer general training with integration of educational renewal

For general education, we have continued to implement pedagogical renewal while allowing students to finish in the old program according to the best possibility for each student. We have added several optional courses in the following areas:

- ◇ IT
- ◇ Contemporary World Economy

We have purchased new mathematics school materials for the CST and TS courses of secondary 4 and 5. In English we have completely changed the school materials of all levels. In science we have obtained all the equipment necessary to make the laboratories for science of secondary 4 and the courses of physics and chemistry of secondary 5.

In June 2019 we had 4 general education graduates.

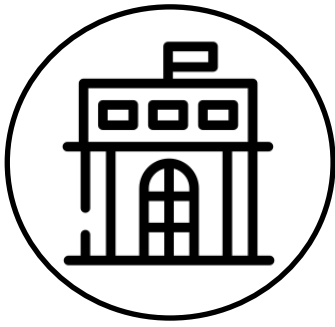
3. Development of a promotion plan to publicize the center in other communities

During the year, we made several initiatives to promote the center. We had a PowerPoint for the presentation of the center. We made a presentation at the beginning of the year at a meeting of the chiefs of all the Innu communities. During the career day at Uashat secondary school, we had a table to promote the services offered at the center as well as for the career day at Minigan. Currently we have requested quotes for the creation of a brochure.

4. GDT Test (General development test)

At the start of the year, to meet the need for professional training, we passed 10 tests. During the year, our guidance counselor did several test sessions when the minimum number of candidates for test taking was available. We can say that on average we have one session per month.





Uashat mak Mani-Utenam RAEC (cont'd)

under the direction of Mr. Denis Dionne

5. Creation of a Staff Guide

Throughout the year, we worked as a team to establish the policies and rules for living in the center, defining each person's role in the process. Currently we have established several processes:

- ◇ New student selection policy
- ◇ Lateness policy
- ◇ Absence policy
- ◇ Creation of a document to give to students during the welcome day

6. Purchase of Laboratory Equipment

Currently we are equipped with equipment for training and examination laboratories for all secondary 4 science courses and secondary 5 chemistry and physics courses. We are evaluating the possibility of purchasing a mobile laboratory.

7. Training Fair

For the organization of the training fair we wanted students to participate in this activity. The participation was slow to start so we scheduled the training fair in the center early next year. However, secondary 3, 4 and 5 students went to visit at least three career or training fairs in the Sept-Îles region.

8. Creation of Educational Materials

During the whole school year, we asked two teachers (5 hours a week) for the production of teaching materials in French, history and science (laboratory). Here is the material produced:

- ◇ Maths, French and English review booklet for new students
- ◇ Creation of basic material (eliminate the purchase of material) for the French course FRA 4101-02
- ◇ Discover the Quebec novel. In this material we have used Innu authors.
- ◇ Creation of laboratory practice in science
- ◇ Creation of an exercise bank in basic subjects
- ◇ Workshop development in French and history

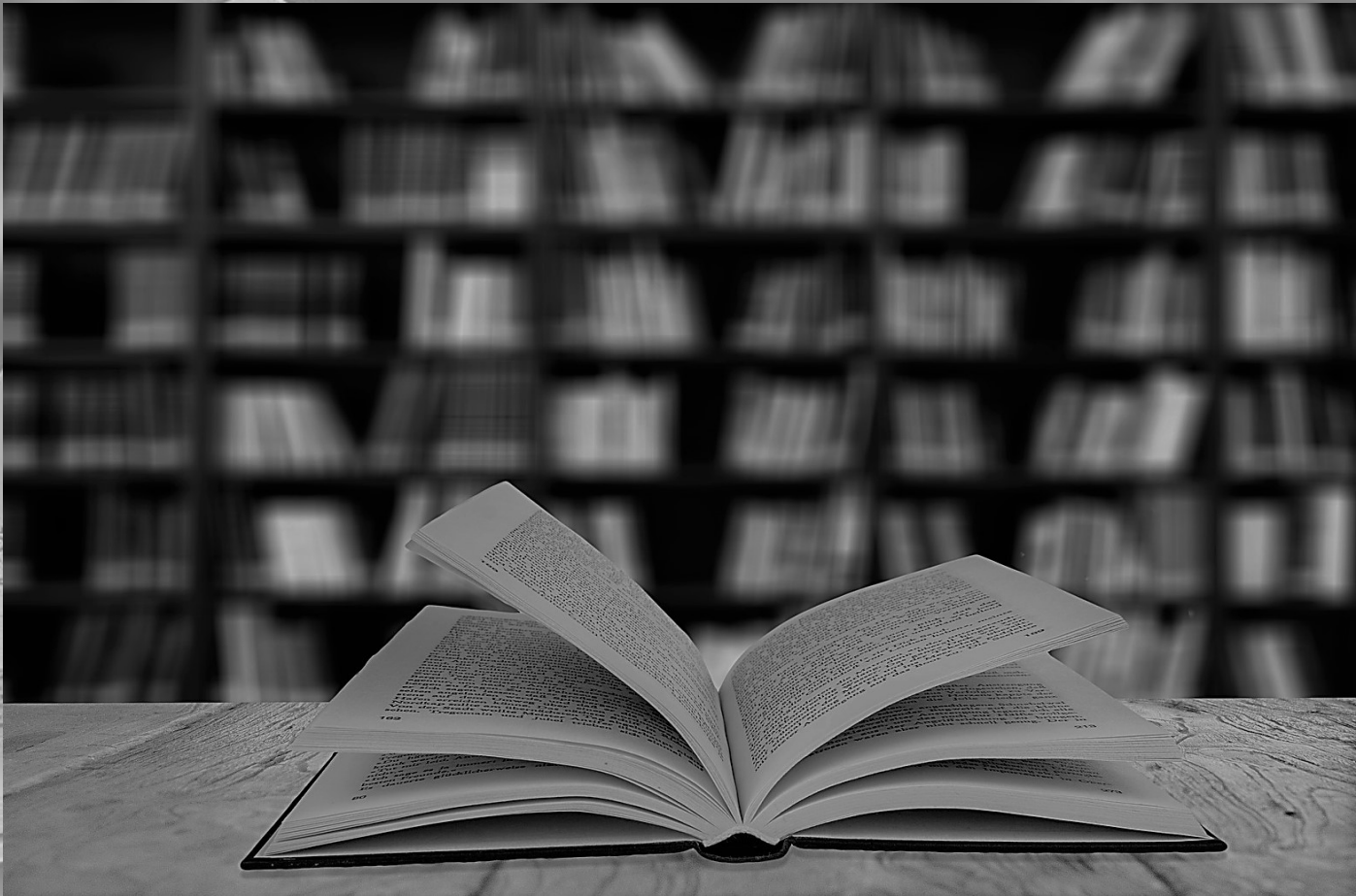
9. Reception of interns

This year, we had the joy of welcoming three interns from the Innu nation.

10. Establishment program

We had the joy of giving our first establishment program course with the Innu language course. We have chosen the PER 4051-2 code for this course. This course lasted 50 hours to obtain two units.







Regional Projects Ongoing in 2018-19

The FNAESC supported several regional special projects in 2018-2019. Regional projects are coordinated by the FNAESC and may involve one or more RAEC. Often, these projects involve several partners. The FNAESC does not usually offer direct services to students and must necessarily partner with a RAEC for the delivery of educational services to be accredited by the MEES (*ministère de l'Éducation et de l'Enseignement supérieur*). In some cases, workshops and programs offered are not accredited by the MEES but are offered to meet specific needs in the communities or in other regional organizations and are offered through the FNAESC's business services department. These revenues enable the FNAESC to increase funding to the RAECs to enhance services offered to students.

(In the picture: Belle Phillips, a Student Ambassador from Champlain College at her graduation with Dave Pearsons, Student Services at Champlain and Tanu Lusignan, FNAESC)

As a support center for all adult education service centers, the FNAESC offers ongoing pedagogical, administrative, financial, management and human resources support. In addition, the FNAESC plays a coordination role in regional projects and will apply for additional funding to support the implementation of special projects.

Indigenizing Education

Through its business services department, the FNAESC has been helping Champlain Regional College in Saint-Lambert navigate their commitment to the calls to action from the Truth and Reconciliation Commission through training and the innovative student ambassador's program. This project led to a project with a larger scope within the Intercollegiate Network, which includes all five English-speaking cegeps in the greater Montreal area. The FNAESC Regional Pedagogical Consultant supports the integration of indigenous knowledge into courses at the cegep level as well as the development of an indigenous studies program at the cegep level and the adaptation of RAC (recognition of acquired competencies) processes. The student ambassador's program has also been extended from Champlain to the other cegeps with at least one ambassador in three other cegeps. Finally, the FNAESC also trained teachers and pedagogical consultants in school boards throughout the province to support the pedagogical team.





Regional Projects

Ongoing in 2018-19 (cont'd)



Attestation in Collegial Studies in Housing Management

Thanks to funding from ISC, CMHC and in collaboration with the Kitci Amik RAEC, the FNAESC is able to provide individualized and personalized support services to students completing an online housing management program. The program, started in 2016 by the FNHRDCQ, is offered through Cegep Garneau, who received special funding from the MEES. The FNAESC is able to offer three in-person meetings per year for students to get to know each other, their teachers and the support staff. In addition, one graduation ceremony is organized to celebrate student success. In the 2018-2019 school year, eight graduates stood proudly and posed for a picture with several chiefs during the AFNQL Regional Meeting on Housing.



The third cohort began in November 2018 with nine students registered. The picture above was taken during the first in-person meeting held at Cegep Garneau to kick off the program.

Provincial Round Table on the Educational Success of Indigenous Students

The Provincial Round Table on the Educational Success of Indigenous Students unites Indigenous organizations in education, provincial organizations serving Indigenous students and the MEES around a common goal: the educational success of Indigenous students. The FNAESC participated in three meetings and animated activities to bring a more holistic approach to discussions around student success and lifelong learning.

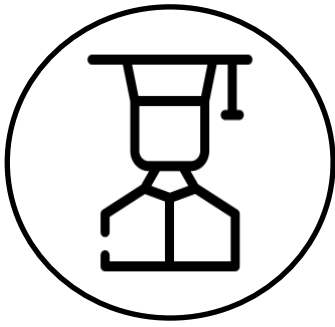
Community of Practice in Housing (CoPH)

Inherited from the FNHRDCQ in 2017, the Community of Practice in Housing is closely linked to the Attestation of



Collegial Studies in Housing Management. Funded by ISC and CMHC, the CoPH offers all those contributing to First Nations housing to share best practices and work together to building capacity among First Nations housing technicians and managers across the province. An annual gathering for the CoPH was held in Montreal in 2019 and 30 individuals involved in housing participated, shared and grew together. The CoPH Coordinator continues to support sharing on the virtual platform

(Workplace) dedicated to the CoPH as well as the website developed for the Community of Practice in Housing, www.coph.ca. In 2018-2019, the website saw the addition of a "library" tab where documents, guides and manuals are available to all members of the CoPH.



Regional Projects New in 2018-19



National CoPH

With the success of the regional CoPH in Quebec, CMHC asked the FNAESC to support the creation of a national community of practice in housing. This led the FNAESC to travel across the country to meet with housing managers at events such as the AFN National Housing Gathering in Vancouver and the Alberta Housing Think Tank. Over 100 individuals signed up to learn more about the CoPH. As such, a National CoPH group was created on Workplace to give housing agents and managers across the country an opportunity to learn and share.

Capacity and Competency Development in Housing

The FNAESC, through its collaboration with the CoPH, has increasingly become the go-to organization for training in housing. In 2018-2019, the AFNQL mandated the FNAESC to complete an analysis of the training needs for housing managers, elected officials and home occupants as part of the first axis of its Regional Strategy on Housing. The FNAESC consulted participating communities to better understand their housing capacity and competency development needs and submitted a report to the AFNQL on the needs as well as recommendations on meeting those needs.

CCQ Certification Exam in Kebaowek



We worked with the housing manager in Kebaowek First Nation to provide upgrading to carpenters who had over thirty years experience so that they may successfully write the exam to obtain CCQ certification. Through a partnership with the Kahnawake RAEC, Western Quebec School Board and in collaboration with the CCQ, five carpenters from Kebaowek can now work anywhere in Quebec because they have obtained their CCQ cards.

ASP Construction in Pessamit

As an ASP Construction recognized organization, the FNAESC can deliver the ASP 30 construction safety course wherever it is needed. The program was offered twice in Pessamit; 36 students earned their "Safety and Security on a Construction Site" cards and are able to work on any construction site in Quebec.



Regional Projects New in 2018-19 (cont'd)



Indigenous Adult Education Network

The 2018-2019 academic year was the year of the first ever Indigenous Adult Education Network meeting. The FNAESC invited all communities and organizations currently offering adult education services to discuss their strengths and their challenges. A total of 38 people representing 17 different communities or organizations participated. The group decided it would be beneficial to continue to meet and share to better meet the needs of adult learners in the



Regional Bursaries

Thanks to the generosity of Desjardins and MNP LLP, the FNAESC awarded two bursaries in 2019, the International Year of Indigenous Languages. The two winners were from Uashat mak Mani-Utenam and Kahnawake respectively.



Conference for all RAEC teams in Val d'Or

The FNAESC is proud to have been able to bring the teams from all the RAECs together for the first time since its creation in 2012. Teams worked together on common issues and recommended strategies to continue to work together to best support all our students.





RAEC Results

- ⇒ 912 total frequentations in 2018-19
- ⇒ 74% of frequentations are Cycle 1 and/or Cycle 2 in 2018-19
- ⇒ 31% of students at the Kitci-Amik RAEC are from other First Nation communities
- ⇒ 15% of students at the Uashat RAEC are from outlying Innu communities
- ⇒ 1.4 frequentations per student in 2018-19

Frequentations 2018-19

	Kitci-Amik	Kahnawake	Listuguj	Uashat	Total	%
Cycle 1	74	24	30	77	205	22%
Cycle 2	157	166	48	106	477	52%
Pre-Sec.	21	3		17	41	4%
TDG	0	20	4	8	32	4%
Francisation	11	0			11	1%
SVI	17	9			26	3%
Vocational-Prep	20	10		1	31	3%
Literacy		5	12		17	2%
Post-Sec. Prep	4		1	2	7	1%
Ped. Support	65				65	7%
Total	369	237	95	211	912	



RAEC Results (cont'd)

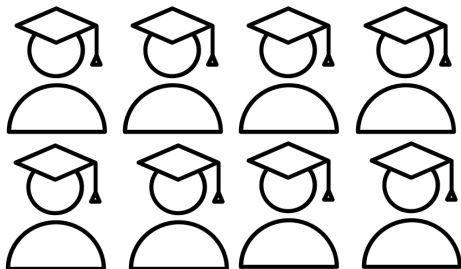
- ⇒ 40% of students are continuing their studies into 2019-20
- ⇒ 7% of students completed their DES or equivalencies
- ⇒ 14% of students found employment in 2018-19
- ⇒ 34% of students interrupted their studies 2018-19
- ⇒ 12% of students are now completing their post-secondary studies in 2018-19

86

Certifications in ASP
Construction from the
communities of Kahnawake
and Pessamit



12 students in local programs for Business
and Mental Health at the Listuguj RAEC



8 graduates from the Co-
hort #2 in the AEC in
Housing Management

5

Carpenters obtained
their CCQ cards from
the community of
Kebawoek



Audited Financial Statements

Year ending March 2019





Audited Financial Statements

Year ending March 2019



Independent Auditor's Report

To the Trustees of First Nations Adults Education Trust |:

Opinion

We have audited the financial statements of First Nations Adults Education Trust | (the "Organization"), which comprise the statement of financial position as at March 31, 2019, and the statements of operations, accumulated surplus, changes in net financial assets, cash flows and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at March 31, 2019, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Organization in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.



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Audited Financial Statements (cont'd) Year ending March 2019

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

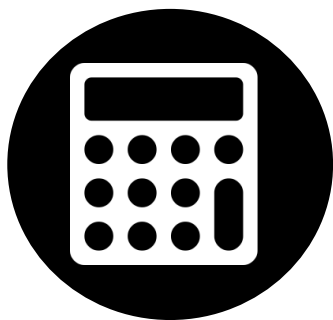
We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Montréal, Québec

May 31, 2019

MNP SENCRL, S-1¹

¹ CPA auditor, CA, public accountancy permit no. A124849

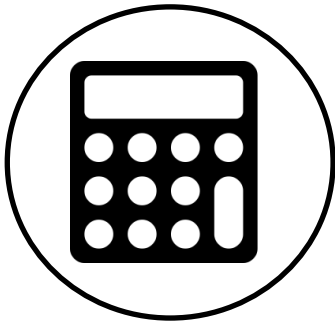


Audited Financial Statements (cont'd) Year ending March 2019

First Nations Adults Education Trust I Statement of Operations *For the year ended March 31, 2019*

	<i>Schedules</i>	2019 Budget	2019	2018
Revenue				
Ministère de l'Éducation et de l'Enseignement supérieur (Note 9.)		4,100,000	4,136,530	2,600,000
Indigenous Services Canada (Note 10)		1,757,084	1,757,084	1,192,572
Canada Mortgage and Housing Corporation		250,000	250,000	80,000
Interest income		-	6,525	-
Société du Plan Nord		72,439	72,439	27,561
New Frontiers School Board		39,871	39,871	-
Emploi Québec		30,074	30,074	30,900
Champlain Regional College		24,844	24,844	11,000
Other revenues		80,061	80,061	-
FNHRDCQ		-	-	51,308
Commission Scolaire des Rives-du-Saguenay		-	-	32,000
Kanesatake Education Center		-	-	20,000
Centre de formation des métiers de l'acier		-	-	7,950
Martin Family Initiative		-	-	5,000
Deferred revenue - prior year		-	-	364,479
Deferred revenue - current year		(75,000)	(891,812)	-
		6,279,373	5,505,616	4,422,770
Program expenses				
Ministère de l'Éducation et de l'Enseignement supérieur	2	3,289,196	2,398,068	2,085,401
Indigenous Services Canada	3	1,480,301	1,410,804	873,334
Champlain	4	96,783	96,783	139,238
Garneau	5	355,000	354,601	302,408
Protection and Exploitation of Wildlife Territories	6	-	-	58,461
Business services	7	50,050	48,183	39,900
Commission Scolaire	8	-	-	64,950
Capital	10	-	2,924	2,535
Total expenditures (Schedule 1)		5,271,330	4,311,363	3,566,227
Surplus before allocations to regional adult education centers		1,008,043	1,194,253	856,543
Allocations to regional adult education centers		(953,188)	(1,131,194)	(952,597)
Surplus (deficit)		54,855	63,059	(96,054)

The accompanying notes are an integral part of these financial statements



Audited Financial Statements (cont'd)

Year ending March 2019

First Nations Adults Education Trust I Schedule 1 - Schedule of Expenses by Object *For the year ended March 31, 2019*

	2019 Budget	2019	2018
Expenses by object			
Administration	10,000	6,667	10,000
Amortization	-	2,924	2,535
Bank charges and interest	15,000	22,851	12,169
Bursary expense	3,800	4,000	-
Communications	-	840	-
Curriculum delivery	84,317	84,317	139,238
Equipment	-	128,218	-
Facilitation and registration	3,000	2,940	-
Honoraria	1,000	75	-
Insurance	11,000	4,946	11,415
Licences	21,000	20,452	20,236
Office and general	1,800	879	-
Office supplies	8,000	12,893	3,013
Professional fees	-	63,707	33,657
Program expense	10,000	11,684	195,194
Project coordination	10,693	10,693	-
Recruitment	-	-	7,432
Salaries and benefits	4,894,067	3,649,688	3,049,397
Telephone	1,680	2,163	2,100
Training	-	-	1,212
Translation	20,000	31,226	15,971
Travel	175,973	250,200	62,658
	5,271,330	4,311,363	3,566,227

First Nations Adult Education School Council

www.conseilscolaire-schoolcouncil.com



Les Savoirs guident nos Nations
Knowledge guides our Nations

