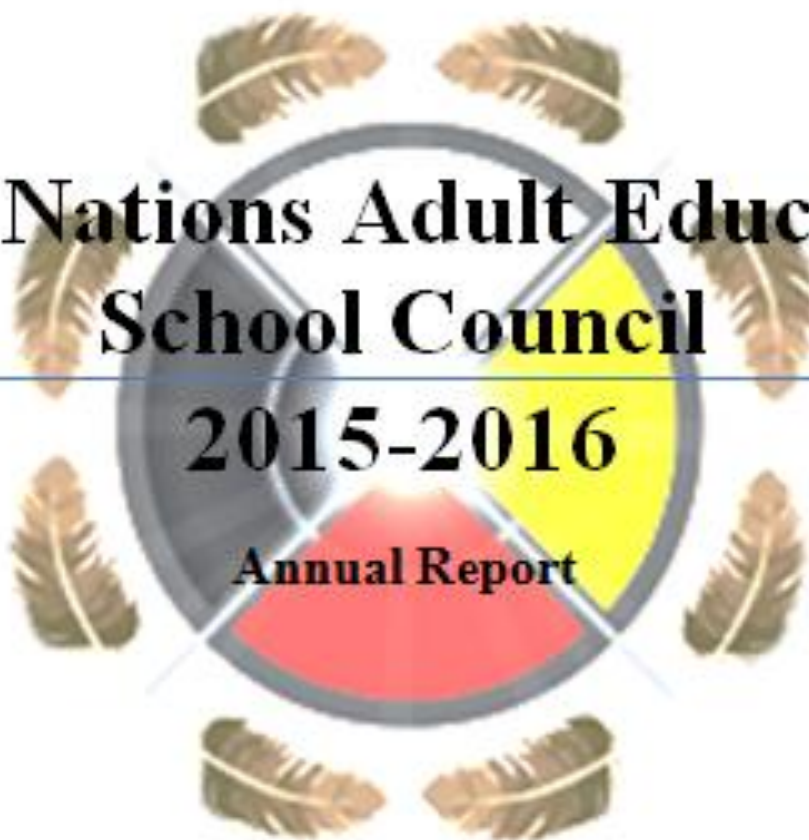


CPNSEA-FNAESC

**First Nations Adult Education
School Council**

2015-2016

Annual Report





MISSION STATEMENT

On behalf of the First Nation 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 and Local 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.





MESSAGE FROM PRESIDENT & EXECUTIVE DIRECTOR

Dear Partners,

It is with immense honour and pride that we present to you the First Annual Report of the First Nations Adult Education School Council (FNAESC) for the 2015/2016 fiscal year. In short, we have five (5) key sections in this year's annual report. First, our organization's composition including the school council members, mission, territory, portrait and centers; secondly, our graduates and their impressive achievements; thirdly, our special projects; fourthly, our strategic plan and lastly, our financial statement.

This year, the FNAESC celebrates its fourth year of establishment. The first regional adult education center, Kitci Amik in Lac Simon, opened its doors in 2012. Since then, three (3) more regional adult educational centers in Kahnawake, Listuguj and, this year, Uashat mak Mani-Utenam have been meeting the needs of adult learners. Until now, these centers have served more than 400 students as the need for culturally appropriate education continues to grow! Particular attention should also be paid to the other satellite services, which have been established to better meet the needs of learners, at Kanesatake, at the Abitibi-Témiscamingue Cegep, at Waseskun, and at the Montreal Urban Service Center of the First Nations Human Resources Development Commission of Quebec (FNHRDCQ).

Evidently, all these achievements are rendered possible due to the hard work and dedication of the Center Directors and their devoted teams, as well as the support of the members of the School Council. The teams offer infinite support to each other and treat the organization's objective, of meeting the needs of adult learners, as top priority. Partnerships are extremely important and fundamental for the organization's continuation, most particularly the tight link between the FNAESC and the FNHRDCQ, as we work to provide adults with the diplomas, skills, and courses they need to enter vocational training and the work force.

The FNAESC's main concern is to grow and to continue to meet the needs of all adult learners in all 29 First Nations communities, regardless of where they live, by offering culturally appropriate adult education. It is, and will remain, our priority. Providing communities proper educational tools will in return grant these communities the opportunity of a better future and quality of life.

Sincerely,

Ralph Cleary
President
FNAESC



Rola Helou
Executive Director
FNAESC



FNAESC BOARD MEMBERS

2015

Ralph Cleary	President
Annie Cyr, Trustee	FNHRDCQ
Daniel Dickey	Indigenous and Northern Affairs Canada (IINAC)
Mathieu Faucher	Ministère de l'Éducation, de l'Enseignement supérieur (MEES), Direction des affaires Autochtones et du plan nord
Cathy Martin, Trustee	Host site representative for Listuguj
Annick Giguère	Indigenous and Northern Affairs Canada (INAC)
Rose Ann Gosselin, Trustee	FNHRDCQ
Rola Helou	Executive Director
Steven Horne, Trustee	Host site representative for Kahnawake
Geneviève Leblanc	MEES, Direction de l'éducation des adultes et de l'action communautaire
Vicky Lelièvre, Trustee	Host site representative for Uashat mak Mani-Utenam
Tammy Martin, Trustee	FNHRDCQ
Francis Paradis	MEES, Direction des affaires Autochtones et du plan nord
Stéphane Savard, Trustee	Host site representative for Lac Simon
Stéphanie Valentin	Service Canada
Louis Vollant, Voting member	Institut Tshakapesh First Nations Adult Education School Council



TERRITORY

Les The Nations

The FNAESC Board meets quarterly in Kahnawake. 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). In addition, two 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 in French
in the Algonquin
community of Lac
Simon.

Uashat mak Mani-Utenam

French Center opened in January
2016. Offers services in French in
the Innu community of Uashat mak
Mani-Utenam.

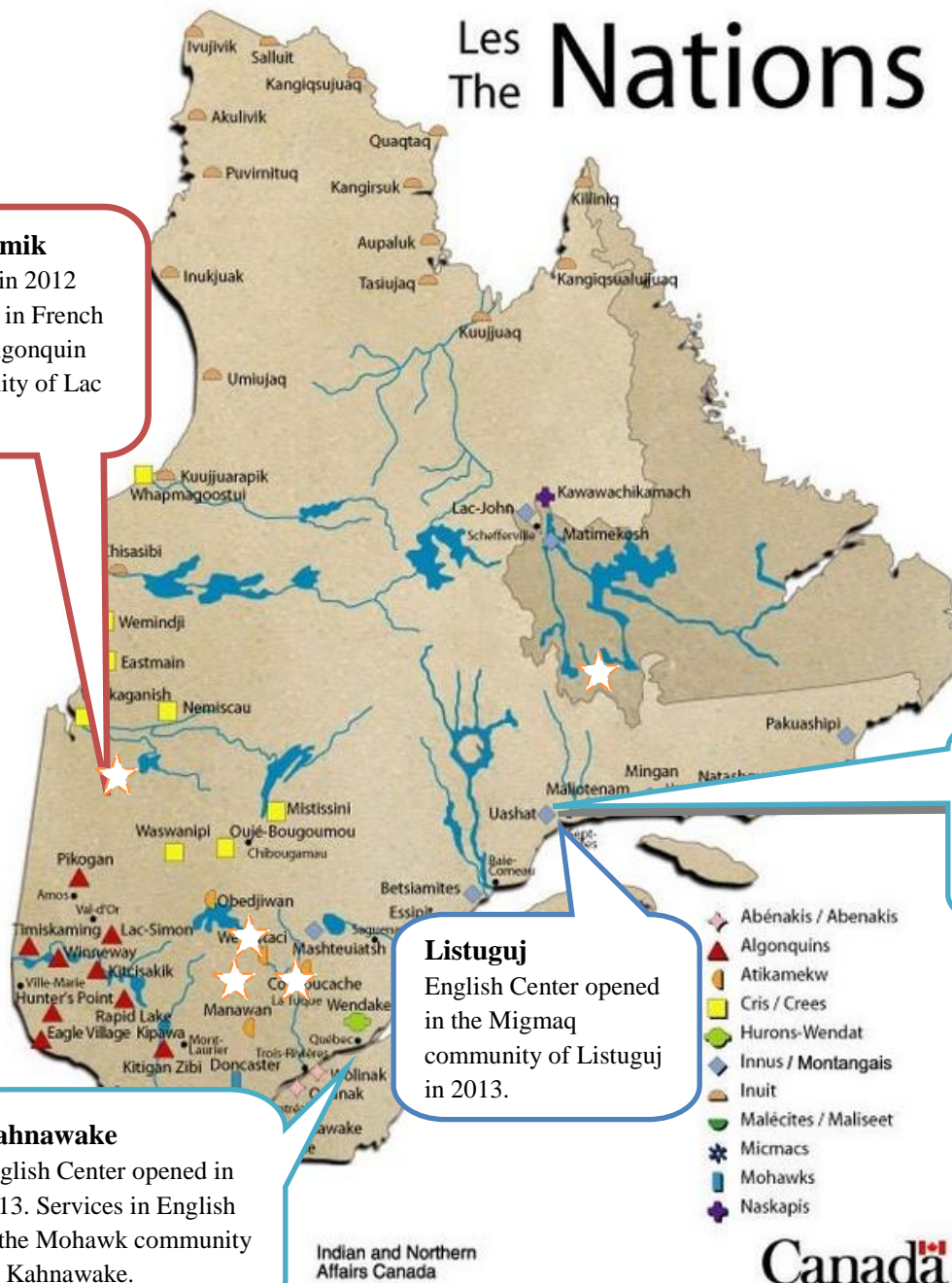
Listuguj

English Center opened
in the Migmaq
community of Listuguj
in 2013.

Kahnawake

English Center opened in
2013. Services in English
in the Mohawk community
of Kahnawake.

★ Various stars on pictured map
indicate the locations of our operating
satellite services.



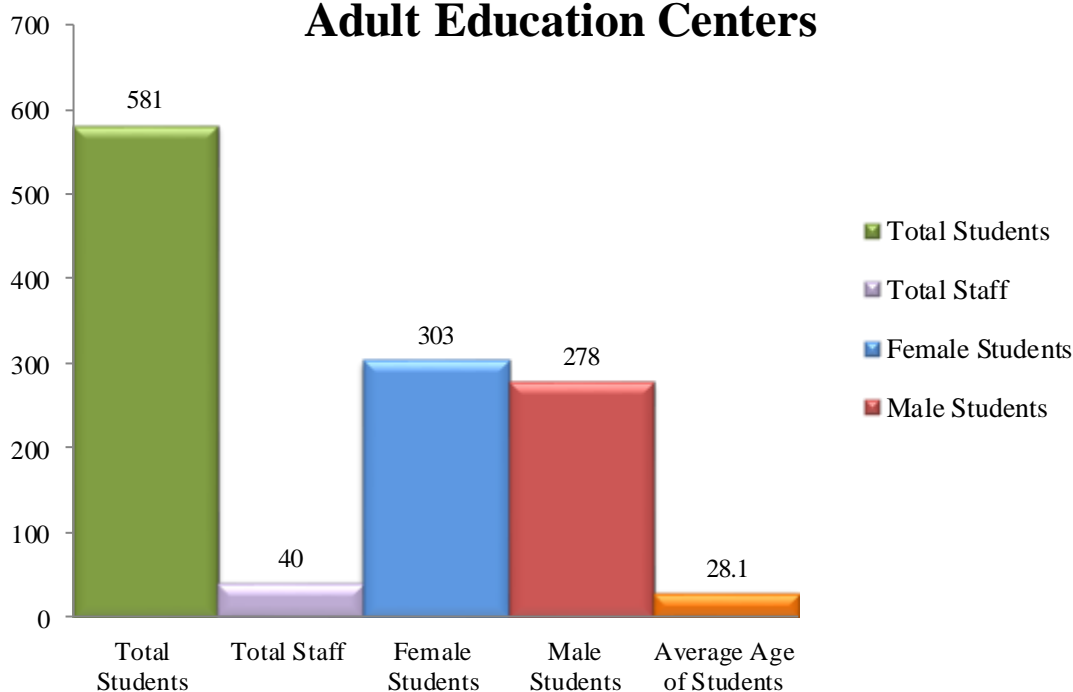


PORTRAIT OF ALL FOUR CENTERS IN 2015-2016

The four Regional Adult Education Centers (RAECs) currently supported by the FNAESC are as unique as the nations they serve. Together, 40 staff members, including teachers, counsellors, administrative staff and professional staff, provide services for 581 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: Staffing Analysis of Education Centers

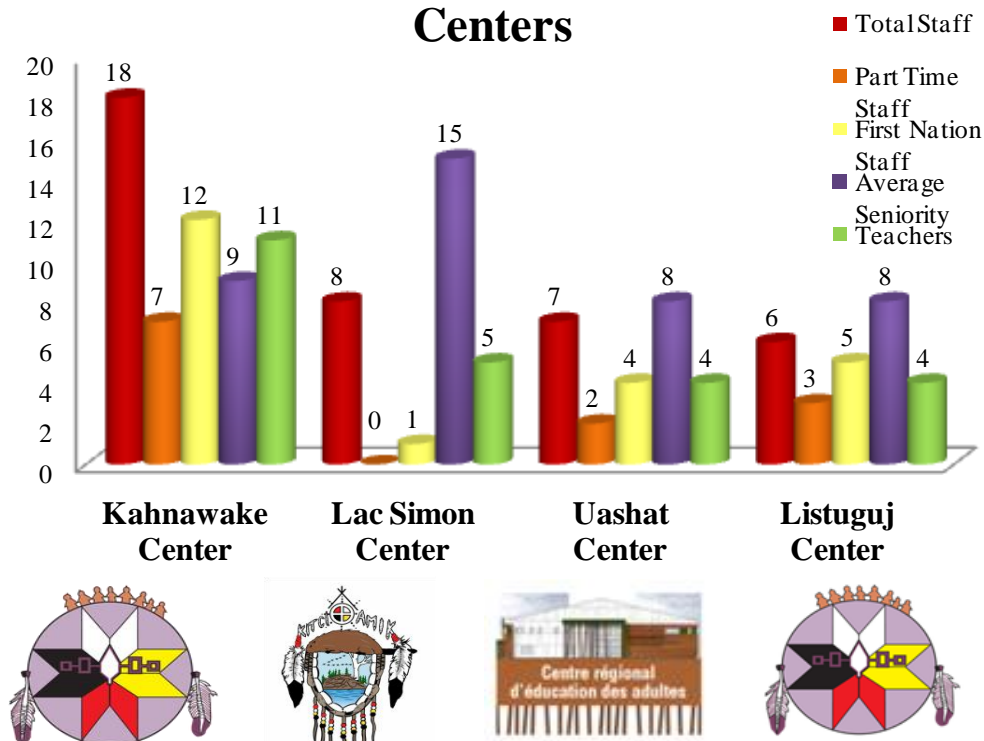
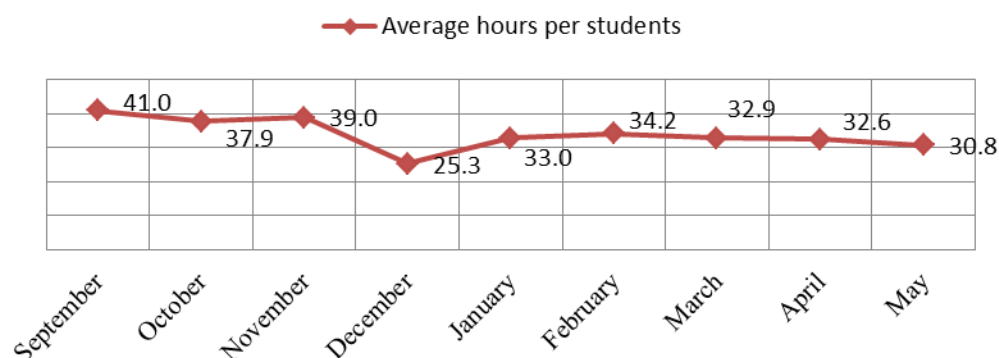


Table 2 provides a breakdown of the number of employees per RAEC, their average years of seniority, as well as how many teachers are on staff. Students benefit from the expertise and experience of staff, who on average, have been in the education sector for 10 years. In addition, the table highlights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

Table 3 below provides information regarding the average number of hours attended by adult learners in 2015-2016.

STUDENT ATTENDANCE

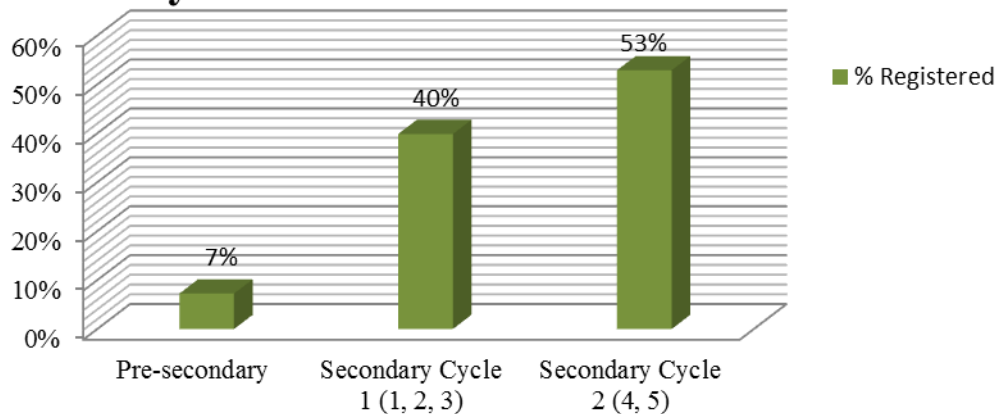
Table 3: Average Attendance





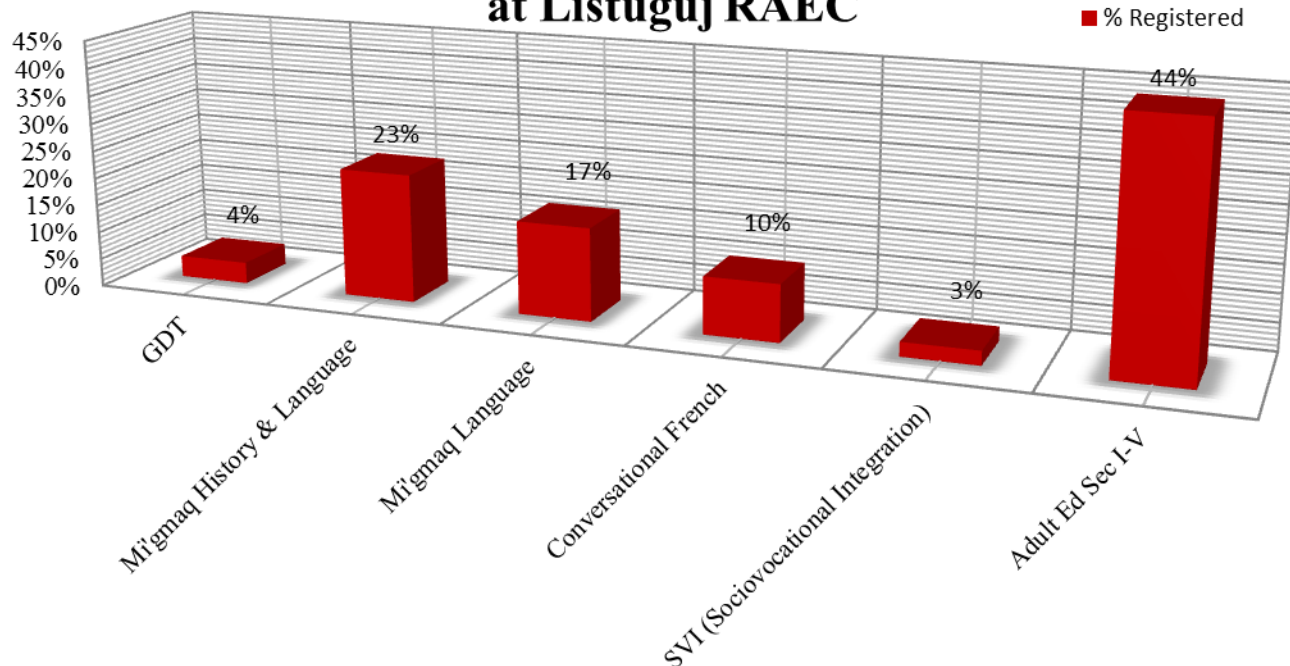
STUDENTS REGISTERED*

Table 4: Ratio of Students Registered per Program of Study at Uashat mak Mani-Utenam RAEC



In 2015-2016, there were over 580 students registered at the RAECs. As providers of general adult education services, the RAECs support students in several areas of study. Tables 4 and 5 show the percentage of students registered in the different programs of study at two of the RAECs.

Table 5: Ratio of Registered Students per Program of Study at Listuguj RAEC



*Data available at date of production of this report.



STUDENTS 2015-2016

Kahnawake Center

Students of Kahnawake

Number of Students	213
Average Age	24.9
Male	118
Female	95
Community of Origin	62% of students are from Kahnawake

Lac Simon Center

Students of Lac Simon

Number of Students	159
Average Age	26
Male Students	72
Female Student	87
Community of Origin	85% of students are from Lac Simon

Listuguj Center

Students of Listuguj

Number of Students	78
Average Age	33.3
Male Students	36
Female Students	42
Community of Origin	100% of students are from Listuguj

Uashat mak Mani-Utenam Center

Students of Uashat

Number of Students	131
Average Age	28.3
Male Students	52
Female Students	79
Community of Origin	96% of students are from Uashat



KAHNAWAKE RAEC

Under the direction of Ms. Diane Labelle

There are so many reasons why people turn to Adult Education: the need to finish a high school diploma, prepare for vocational training, academic upgrading in specific areas, language training. Experience has also shown us that when someone makes the decision to return to school, they have a plan and search for resources to help them attain their goals.

The opening of an adult education center in Kahnawake has been quite successful. From June 2013 to June 2016, we have welcomed an average of 307 students per year, and have had the privilege of accompanying 113 adults to their goals and graduation. With new projects and opportunities available to First Nations adults, we look forward to seeing many more walk across the stage to acknowledge their accomplishments.



In the 2013-14 school year, our programming began before the official opening. Located on the third floor of the Kahnawake Office Complex, we welcomed a group of 18 students for summer intensives in Mathematics, Sciences and French. Our fall and winter programming catered to those who sought their high school diploma or equivalencies, and semi-skills development. To accommodate those who were employed during the day, we added evening classes in core subjects and Kanieh'ke:ha, in addition to academic upgrading for admission requirements to an Ironworking course. We even travelled to Kawawachikamach (Shefferville) for an intensive three weeks of courses and exams. In April, we began providing academic programming to Corrections Canada, and in May, developed our first French immersion language programs.



The 2014-15 school year proved to be quite challenging. With a physical move at the end of June, we awaited the completion of renovations of our building on Mohawk Trail. Due to construction delays, we set up temporary classrooms in five different locations across the community, and continued to provide all of the services from the previous year. This presented many challenges for students and staff, and we happily celebrated the move to the new location on December 1, 2014.

There is never a lack of ideas and creativity in our center. The 16 staff members work as a solid team, and are dedicated to providing the best learning experience for all of our students. But the most valuable contributions come from our students themselves. They have made this center their own, and participate in a variety of ways, from adding physical features, to providing input on courses and programs, to

celebrating each other's achievements.



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 4 years of operation, the Kitci Amik RAEC has welcomed over 300 different students totalling more than 500 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 four full time teachers, two educators, a part time school information counsellor, a pedagogical advisor, an office agent, 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 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 launched the 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 two years, has stabilized at 60 FTEs (Full Time Equivalents). Currently, the Kitci Amik RAEC is attempting to expand its horizons by renovating its facilities in order to better meet the needs of its clientele in an efficient manner. This will allow Kitci Amik to be at the cutting edge, technologically speaking, to be able to develop the regional aspect of the center.



LISTUGUJ RAEC

Under the direction of Ms. Lorna Sook

The Listuguj Center is centrally located in the heart of Listuguj. The center services a wide variety of clientele whose ages range from 16 to 73. Over the past 3 years, the majority of the center's clients have come from Listuguj and there was a small percentage from the surrounding community of Pointe-a-la-Croix. In the upcoming school year we are targeting more surrounding communities to be a part of the center and all it has to offer them.



Aside from the common core subjects such as English, French, Math and Quebec History, the Listuguj center takes pride in offering full accredited courses in the Mi'gmaq language as well as Mi'gmaq History and courses in Mi'gmaq Culture. The staff of the FNRAEC – Listuguj has completed the Mi'gmaq audio recordings to support the Mi'gmaq Language modules. The modules and supporting audio recordings were distributed to community member during the Wellness Fair on August 5th, 2016.



The submission of the an application of the Aboriginal Language Initiative with Heritage Canada for the delivery of a full time Adult Mi'gmaq Immersion Program, was accepted and is scheduled to begin in September. There have been several different projects within the center this past school year such as the First Nations Job Fund initiative, where Mi'gmaq Language & History and Life/Soft Skills were delivered to the students of the program.



UASHAT MAK MANI-UTENAM RAEC

Under the direction of Ms. Julie Rock

Located in Uashat, the Uashat mak Mani-Utenam RAEC serves the province of Quebec, and more specifically, the eight (8) Innu communities on the North Shore and the Lower North Shore. The Uashat mak Mani-Utenam RAEC is in its first year of operations. Since January 11, 2016, the RAEC offers general adult education services and supports all those who wish to attain their training plan.

- Literacy
- Pre-secondary
- 1st cycle
- 2nd cycle
- Preparation for vocational training
- Preparation for post-secondary studies
- GED high school equivalency – General educational development
- GDT equivalency – General development test

The First Nations Adult Education School Council supported the implementation of services and programs of study, as did Innu Takuaikan Uashat mak Mani-Utenam, the Tshakapesh Institut, and the First Nations Human Resources Development Commission of Québec.

Initially, the Uashat mak Mani-Utenam RAEC intended on offering two (2) classes to receive close to 25 students. Several registrations were received enabling the RAEC to open three (3) classes and to hire the additional teachers required to respond to the needs of the Innu from the North Shore and the Lower North Shore. General Adult Educational services are offered in two (2) places, one located in Mani-Utenam and the other in Uashat. The RAEC expects to move into its new location once the new regional center is completed, in 2017. The construction project is an Innu Takuaikan Uashat mak Mani-Utenam endeavour and the estimated cost is \$6.7M.

The Uashat mak Mani-Utenam RAEC is able to support students in their learning because of its dynamic and very involved team. The implementation of administrative and pedagogical services was undertaken through the hiring of a center director and a school organization technician as well as the hiring of four (4) teachers recognized for their qualifications and their expertise in the following subjects: French, Math, English, History and Physical Science.





In the picture, from left to right: Julie Rock, Steeve Forest, Arianne Fontaine, Marc Lalancette, Bianca Grégoire and Denis Dionne.

KAHNAWAKE SPECIAL PROJECTS

In the spring of 2015, Kanerahti:io Hemlock, our cultural animator, mentored students in what was to become our food sustainability project, and our first garden boxes were built and seeded. In addition, the students assisted in planting and harvesting the white corn in a community field.



Chickens Arrival



- ❖ The center purchased the necessary equipment to begin our next venture – the raising of honeybees.



Corn Harvesting

Yet, as these developments took place, other things continued to develop on the grounds of our center. The harvesting of the white corn in the fall, allowed for the teaching about processing and transformation of the corn. Grinding the corn into corn meal gave birth to the idea of using some of it for feed for chickens. The students used the inside of the garage space to build their first chicken coop, and in February, we welcomed 6 chickens to our family. In May, a community member donated a rooster to our cause. Since then, we have been involved in the production and selling of organic eggs, and in June of this year, we were also blessed with the arrival of 8 chicks.





KAHNAWAKE SPECIAL PROJECTS CONT'D

Our proposal for a Post-Secondary Partnership Program was also successful, and we are presently partnered with Champlain College- St Lambert in a program for Early Childhood Educators, which is being housed in our center. We also opened a satellite center in Kanesatake, offering adult education courses and Kanieh'ke:ha language courses in our sister community. Partnerships were also created with Dawson College and Champlain College- Lennoxville aimed at improving transition from high school studies to post-secondary education. Another partnership with Tewatohnih'saktha saw us begin to provide intensive French courses in immersion situations to graduates of the secretarial program at Nova, to better equip them in seeking employment opportunities inside and outside the community.



Information Desk

Additional projects were undertaken, as we began a joint venture with Kitci Amik in Lac Simon, to provide programming to Jute & Cie, a skills development program in St Constant. We also organized and delivered summer intensive programs in Kahnawake and Kanesatake, and developed an agreement with the Lester B. Pearson School Board for a regional electricity cohort; nine First Nation students are expected to complete this program on August 24th, 2016.



Staff



Achievement Wall

- ❖ From July 2015 to January 2016, our center developed and delivered programming for two socio-integration programs at the Montreal Urban Service Center.
- ❖ A submission of a project to New Horizons was selected, and we began a communication through media project with elders.



LISTUGUJ SPECIAL PROJECTS

As part of the Mi'gmaq Culture classes, students learn to hunt fish and gather. They also made hand drums, drum sticks and harvested an ash log where they learned how to process the log to make ash baskets. While doing these traditional activities the instructor incorporated academics such as Biology, Environmental Studies, Math and English.



Moose Hunting

In the Mi'gmaq history classes, students learn about their rights to hunt fish and gather, also to practice these teachings and occupy our Mi'gmaq territory. They learned about our relationship with salmon and reviewed the events of the raids that took place in 1981, which is an important part of our history that led to the creation the Mi'gmaq Fisheries Law.

- ❖ The classes also look at the peace and friendship treaties, and which are significant to the Mi'gmaq way of life, and how they are implemented today. They also look at Aboriginal rights and titles, how they are viewed and interpreted.
- ❖ There have been several different projects within the center this past school year such as the First Nations Job Fund initiative, where Mi'gmaq Language & History and Life/Soft Skills were delivered to the students of the program.



Drum making

The students have also made medicine bags and have gone into the woods to learn how to identify and gather medicines and learn about their uses.



Soaking Moose Hide



Ice Fishing



LAC SIMON SPECIAL PROJECTS

July – August – September 2015

Beginning of the school year with regular adult education services: 1st and 2nd cycle, pre-secondary, Social Integration and Sociovocational Integration.

Continuation of daycare service for students.

2nd year of the DES -6 project with 14 students registered.

Beginning of Competence Evaluation project; more than 90 candidates will be evaluated throughout the year.



Students decorating for Halloween



Return to school BBO !

October – November – December 2015

Continuation of the SVI – semi-skilled program in building maintenance.

Continuation of the Community Works program.

Continuation of the Healthy Vision Course.

Beginning of the first *Vie Active* cohort, a program designed for those far from the labour market.

The Double Vocational Training Diploma is confirmed for March 2016.

January – February – March 2016

Beginning of the Preparation for Vocational Training cohort: 27 candidates are selected.

Several TDGs are completed in preparation for the combined training.

Beginning of the Double Vocational Training Diploma.

Continuation of the partnership with the local high school for the Educational Partnerships Project.

April – May – June 2016

Confirmation of the DES -10 project for next year, in partnership with the *Cegep Abitibi-Temiscamingue*.

Confirmation of the partnership with UQAT for an Attestation of Collegial Studies in Administration beginning in September.

Beginning of the final *Vie Active* cohort.

Beginning of a semi-skilled SVI program for Camp Aides.

Presentation of the 4th annual *Gala des Prix Amik*.

Confirmation of a new Vocational Training Diploma in Secretarial Studies for December 2016.

Beginning for the Kitci Amik RAEC's renovation projects.



Children's First Responders Safety



UASHAT SPECIAL PROJECTS

In the context of vocational training, the Uashat mak Mani-Utenam RAEC works in collaboration with the Vocational Training Center of the Fjord and the Economic Development Society of Uashat mak Mani-Utenam to develop and implement the First Nations Stream of the Protection and Exploitation of Fauna Territories.

For the 2015-2016 school year, the Uashat mak Mani-Utenam RAEC is proud to highlight the success of 10 graduates who obtained their high school diploma. As a result, the RAEC organized the 2016 Graduate Gala on June 23, 2016, where graduates and guests united to celebrate.



In the picture, from left to right: Hermel Bégin, Janie Tremblay, Dominic Simard, Julie Rock, Sébastien Renaud and Christian Vachon



2015-2016 Graduates



STRATEGIC PLANNING

In 2015, the FNAESC initiated a strategic planning process which involved consultations with the RAEC Directors, staff at each RAEC, board members, students as well as partners at the regional table of the FNHRDCQ, representing the 29 communities served by the FNAESC. Following several months of consultations, and analysis by the Strategic Planning Committee, three goals were identified and used as the basis for the 2016-2020 FNAESC Strategic Plan.

GOAL ONE: DEVELOP A COMMON VISION FOR ADULT EDUCATION

Adult Education in First Nations communities is a relatively recent phenomenon. The FNAESC is in a position to lead the development of these services throughout First Nations Communities, while ensuring culturally appropriate, Indigenized services at the four RAECs and at satellite centers across the province, as well as at provincial centers.

Offering students culturally safe learning environments, finding ways of increasing their attendance and their motivation, as well as offering a variety of training programs to meet the different students' needs and their communities will lead to increased student success and perseverance, and eventually, employability.

GOAL TWO: INCREASE STUDENT SUCCESS

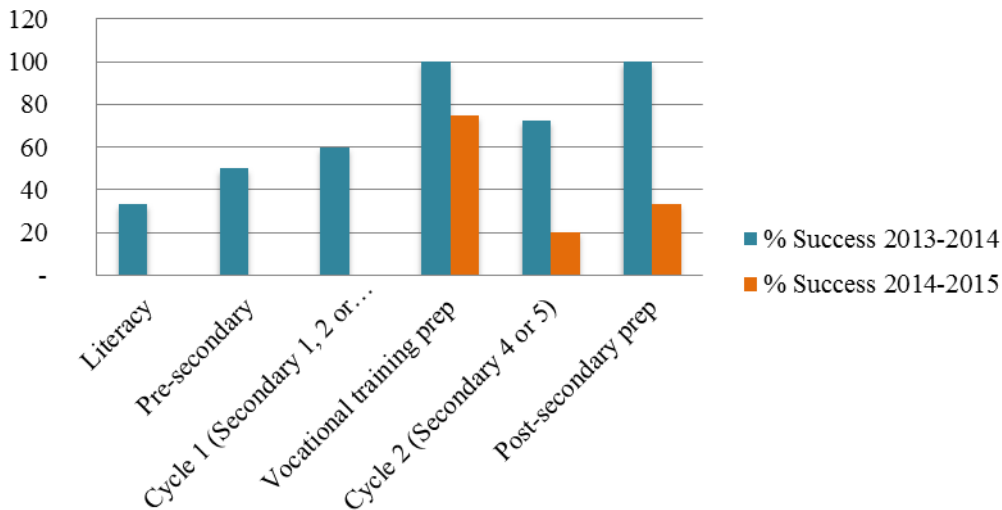
GOAL THREE: EXPAND AND DEVELOP ADULT EDUCATION SERVICES IN COMMUNITIES

The FNAESC will continue to collaborate with various partners in the education sector and the employment sector, ensuring support in the application of the agreements with funding partners and seeking new and varied funding sources to support the expansion of culturally appropriate services at the RAECs and throughout the province.



KAHNAWAKE RESULTS

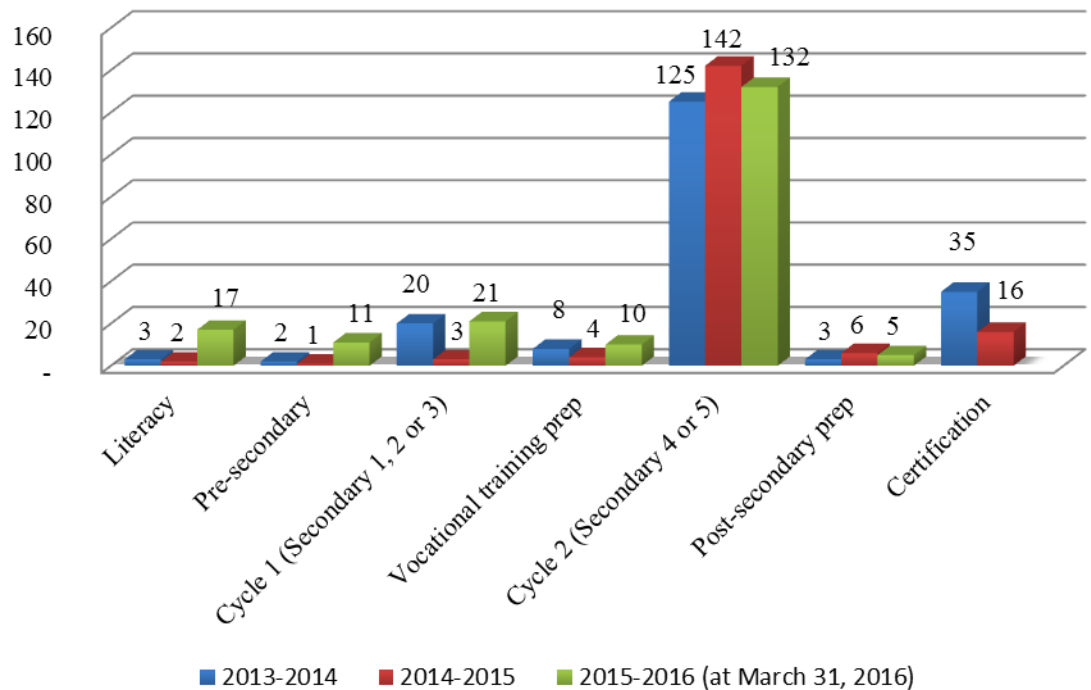
Table 6: Kahnawake Success Rates



The Kahnawake RAEC has supported student success since 2013, despite challenging circumstances which included two changes of address, which resulted in transportation difficulties. Challenges related to reporting results have also impacted the results displayed in this section.

Table 7: Kahnawake Frequentations Over time

Table 6 provides information regarding the success rates within each program of study over the course of two years while table 7 highlights the frequentations at the RAEC in each program of study over time. It is important to note that one student may have more than one frequentation as they complete two programs of study at once. While success rates have not increased in the first two years of operation, overall frequentation, particularly in secondary cycle two, has.





LISTUGUJ RESULTS

Table 8 provides information on the success rates of students registered at the Listuguj RAEC in 2013-2014 and 2014-2015. Success rates have increased in literacy, vocational training preparation and sociovocational integration.

Table 8: Listuguj Success Rates

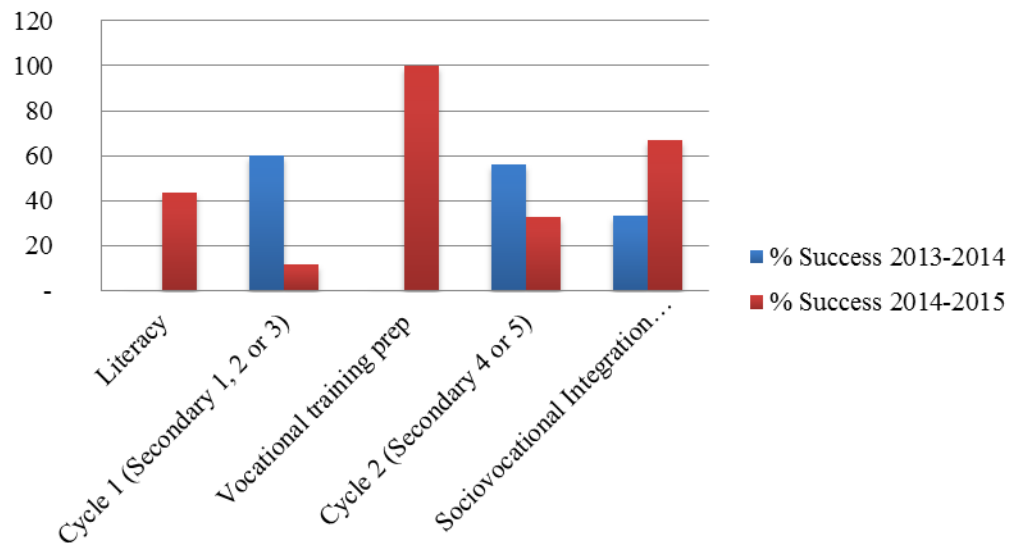


Table 9: Listuguj Frequentations Over Time

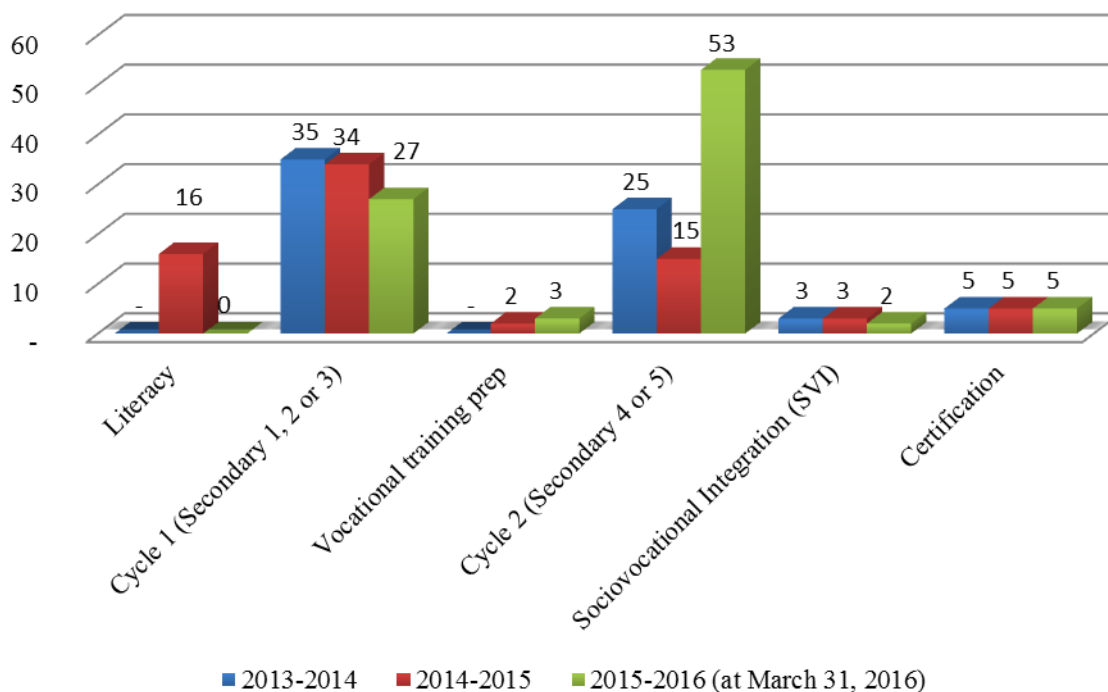


Table 9 highlights the number of students who frequented the RAEC in each program. Secondary cycle two in the most solicited program of study as students return to school to obtain their high school diploma.



LAC SIMON RESULTS

Table 10: Kitci Amik Success Rates

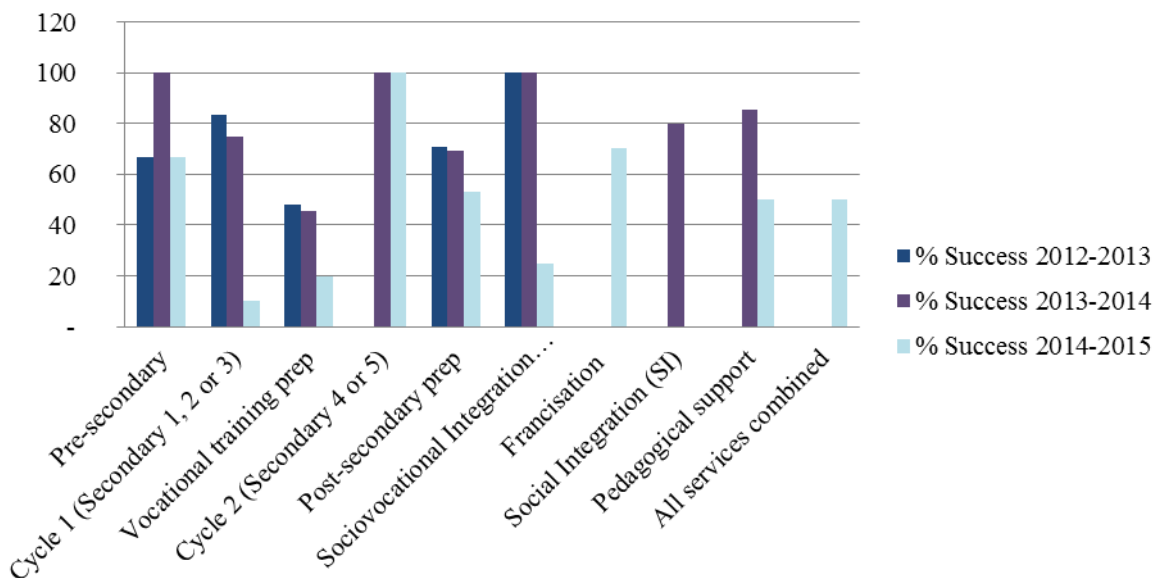
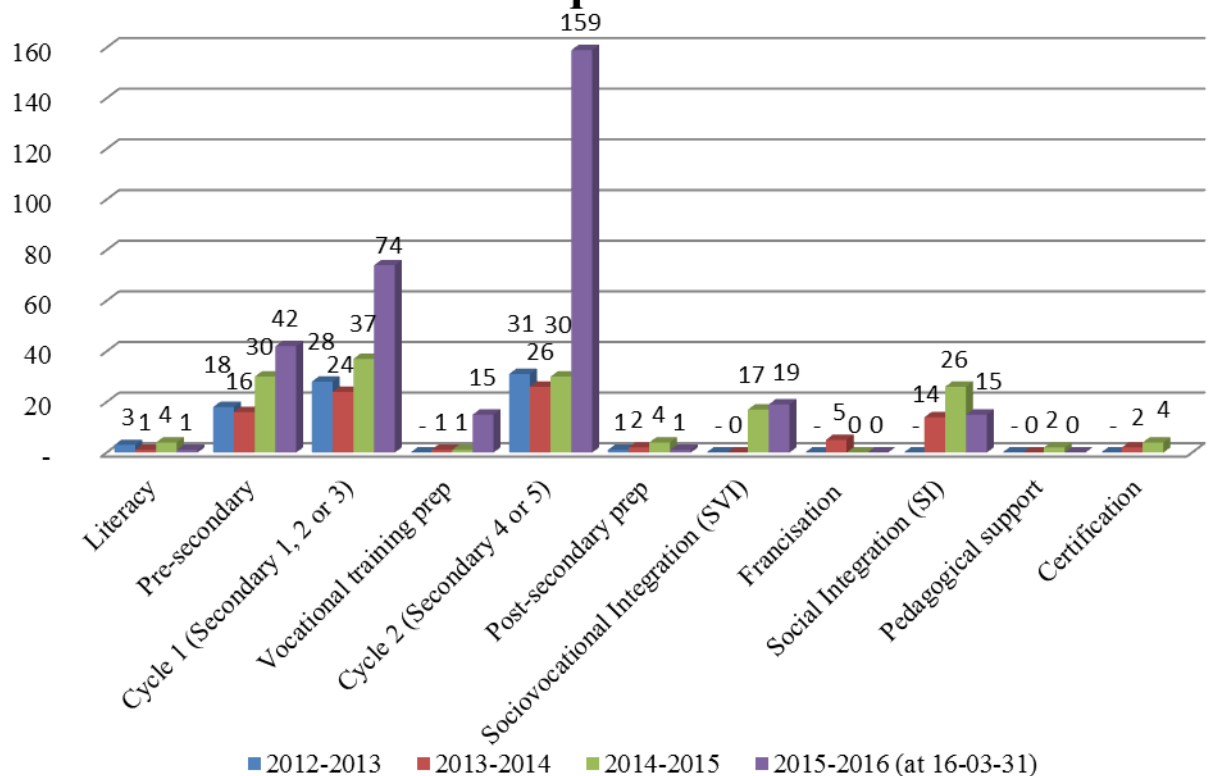


Table 10 provides information on success rates at the first RAEC opened with the support of the School Council, Kitci Amik. The table highlights an average rate of success exceeding 60%.

Table 11: Kitci Amik Frequentations Over Time

Table 11 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.





UASHAT RESULTS

Table 12: Uashat mak Mani-Utenam Frequentations

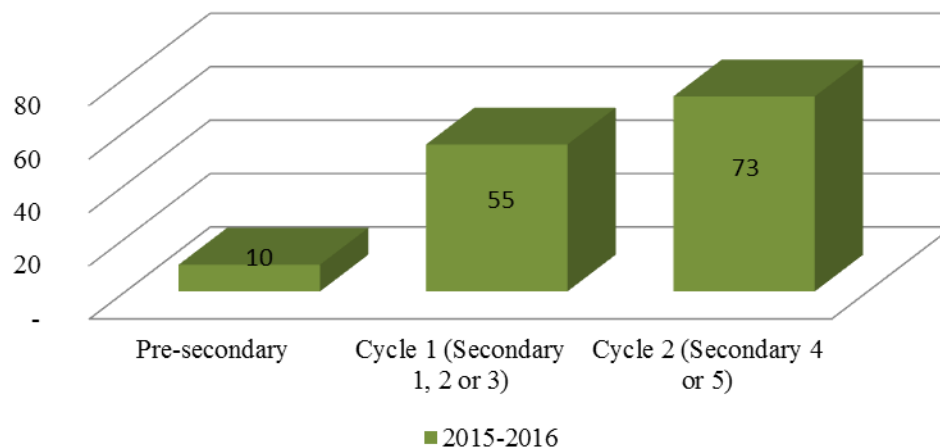


Table 12 provides information on the programs of study frequented by students at the Uashat mak Mani-Utenam RAEC in 2015-2016. It is important to recall this RAEC opened its doors in January 2016. There were over 130 students who frequented the RAEC this year and there were ten students who graduated with a high school diploma.



OVERALL

Table 13: Comparative Analysis of Total Frequentations Over Time, by RAEC

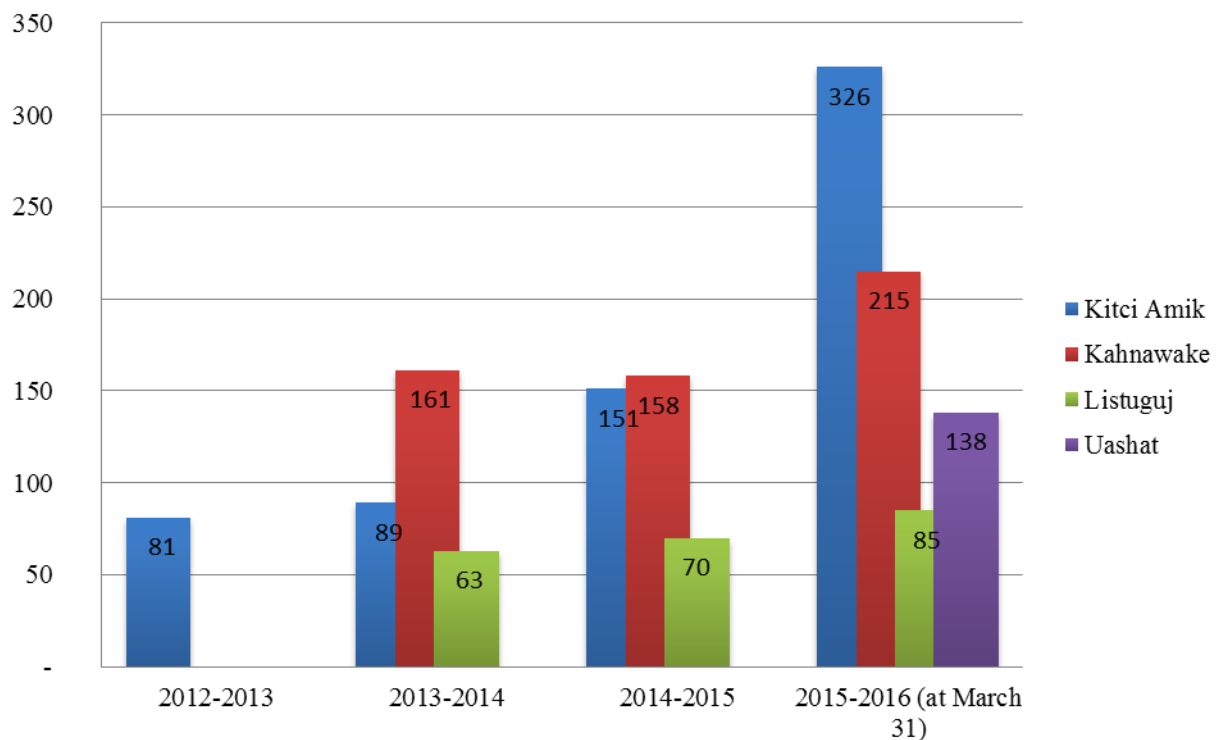


Table 13 provides a comparison of frequentations at all four RAECs since 2012. There is an upward trend as First Nations adult learners become aware of the availability of culturally appropriate adult learning services in their communities. In 2012, there were 81 frequentations and in 2016 there were 764.



FINANCIAL STATEMENTS

First Nations Adults Education Trust I

Statement of Operations

For the year ended March 31, 2016

	<i>Schedules</i>	<i>2016 Budget</i>	<i>2016</i>	<i>2015</i>
Revenue				
Ministère de l'Éducation et de l'Enseignement supérieur et de la Recherche		2,420,000	2,420,000	1,500,000
Indigenous and Northern Affairs Canada		990,159	990,159	625,499
Interest income		-	-	259
Other revenue		-	999	-
FNHRDCQ		47,600	62,550	22,700
Heritage Canada		59,449	59,449	-
Employment and Social Development Canada		-	19,750	-
Deferred revenue - current year		-	(55,889)	-
		3,517,208	3,497,018	2,148,458
Program expenses				
Ministère de l'Éducation et de l'Enseignement supérieur et de la Recherche	2	1,480,000	1,333,196	1,344,234
Indigenous and Northern Affairs Canada	3	806,672	806,672	625,499
Champlain	4	183,487	183,487	-
Heritage Canada	5	59,449	59,449	-
Gameau	6	47,600	6,411	22,700
Strategic Partnership Initiative	7	-	20,000	-
Capital	10	4,566	4,566	6,523
Total expenditures (Schedule 1)		2,581,774	2,413,781	1,998,956
Surplus before allocations to regional adult education centers		935,434	1,083,237	149,502
Allocations to regional adult education centers		(940,000)	(966,636)	(424,028)
Surplus (deficit)		(4,566)	116,601	(274,526)

First Nations Adults Education Trust I

Schedule 1 - Schedule of Expenses by Object

For the year ended March 31, 2016

	<i>2016 Budget</i>	<i>2016</i>	<i>2015</i>
Expenses by object			
Administration	21,700	20,742	80,102
Amortization	4,566	4,566	6,523
Bank charges and interest	16,172	13,584	5,451
Consulting	-	-	278
Curriculum development	91,771	91,771	-
Furniture and equipment (recovery)	56,263	51,942	(1,239)
Insurance	11,000	10,348	9,920
Office supplies (recovery)	2,000	9,532	(874)
Printing	23,562	23,562	-
Professional fees	57,000	52,666	64,539
Recruitment	5,000	911	2,006
Salaries and benefits	2,176,740	2,064,694	1,763,943
Telephone	2,000	1,680	420
Training	22,000	4,590	5,447
Translation	42,000	15,918	25,897
Travel	50,000	47,275	36,543
	2,581,774	2,413,781	1,998,956