

ANNUAL REPORT 2021



FIRST NATIONS ADULT
EDUCATION SCHOOL
COUNCIL



Les Savoirs guident nos Nations
Knowledge guides our Nations

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MISSION

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 respectfully present our 2021-22 First Nations Adult Education School Council (FNAESC) Annual Report. We hold the safety and security of the communities, Regional Adult Education Centers (RAECs), staff and students, as a number one priority, as we continually adjust to the COVID-19 pandemic.

The negotiations for a new 3-year (2021-2024) agreement was finalized throughout the year, with a fundamental change to the preamble, which includes a recognition of the United Nations Declaration of Rights of Indigenous People, a commitment to work with FNAESC in recognizing Indigenous languages within the Ministry of Education (MEQ) pedagogy regime for graduation requirements, and a commitment from the MEQ to implement the actions from the Viens Commission. Also included, was an increase in budgets to implement semi-skilled, and vocational programs, to \$1.5 million over 3-years, which is double the budget of the previous agreement. With the ratification of the new agreement, a new host community was recognized to open a new RAEC in Pessamit, and would like to welcome the new Pessamit Trustee, Ms. Suzanne Charland, and Director, Ms. Marie-Josée Simard, to the FNAESC team.

During the year, the FNAESC responded to community initiatives for adult education services in Wemotaci, Rapid Lake, and Mashteuiatsh. Distance learning services were deployed in Mashteuiatsh, for 8 students in a semi-skilled cooking program, and in Rapid Lake, for 6 students who are completing their academic upgrading to enter the Health, Assistance, and Nursing Program. Services for Wemotaci are planned to be deployed for the fall of 2021.

We would like to thank Ms. Vicky Lelièvre, Trustee Uashat mak Mani-Utenam, and Mr. Gilles Larouche, Director of the Uashat mak Mani-Utenam RAEC, for their leadership and vision, as they have successfully transitioned the Uashat mak Mani-Utenam RAEC under the governance of the community of Uashat this year.

We would also like to thank Ms. Annie Cyr, Trustee FNHRDCQ, for her support and leadership in ensuring the collective needs of the FNHRDCQ communities are prioritized through the FNAESC for adult education services.

Lastly, in their roles as President and spokesperson for the FNAESC, Ms. Susane King, and Mr. Dave Sergerie, we would like to thank them for their leadership, and continued support to meet the needs of the communities.

In closing, we dedicate our annual report to the survivors of residential schools.

Respectfully,

Tanu Lusignan
Executive Director

Richard Jalbert
President

HISTORY

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.

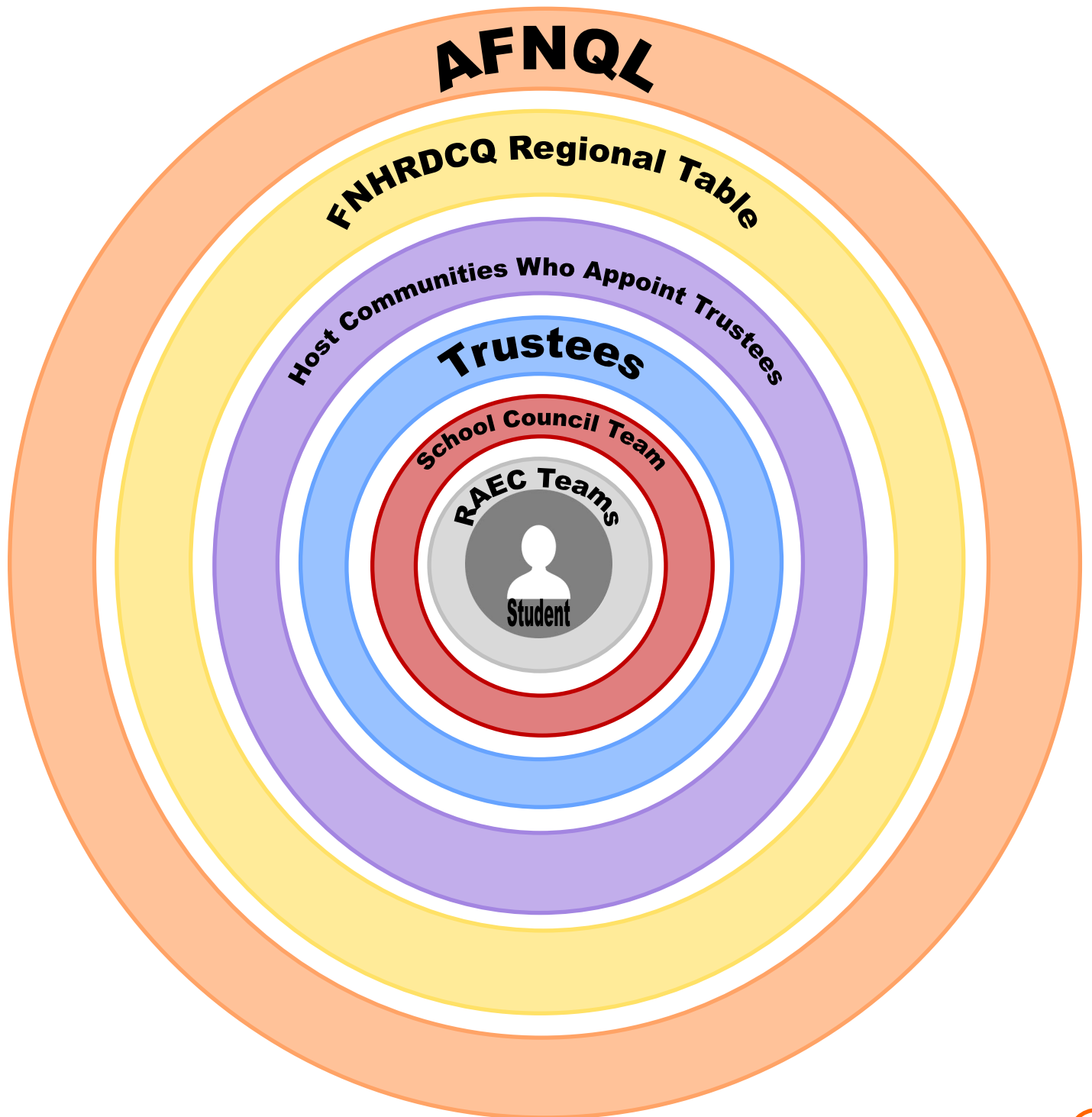
HISTORY (CONT'D)

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.

We continue to reflect on the governance of the organization. As an organization evolves, and especially when it grows as quickly as the FNAESC has, it is important to reflect on the structure to ensure it continues to meet the needs it was created to meet.

ORGANIGRAMME



FNAESC BOARD MEMBERS

Vacant

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)

Bud Morris, Trustee

Appointed by Tewatohnhi'saktha for Kahnawake

Lise Kistabish, Trustee

Appointed by the Host Community of Pikogan

Suzanne Charland, Trustee

Appointed by the Host Community of Pessamit

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 the Tshakapesh Institute

Armand Martin, Trustee

Appointed by the Host Community of Gesgapegiag

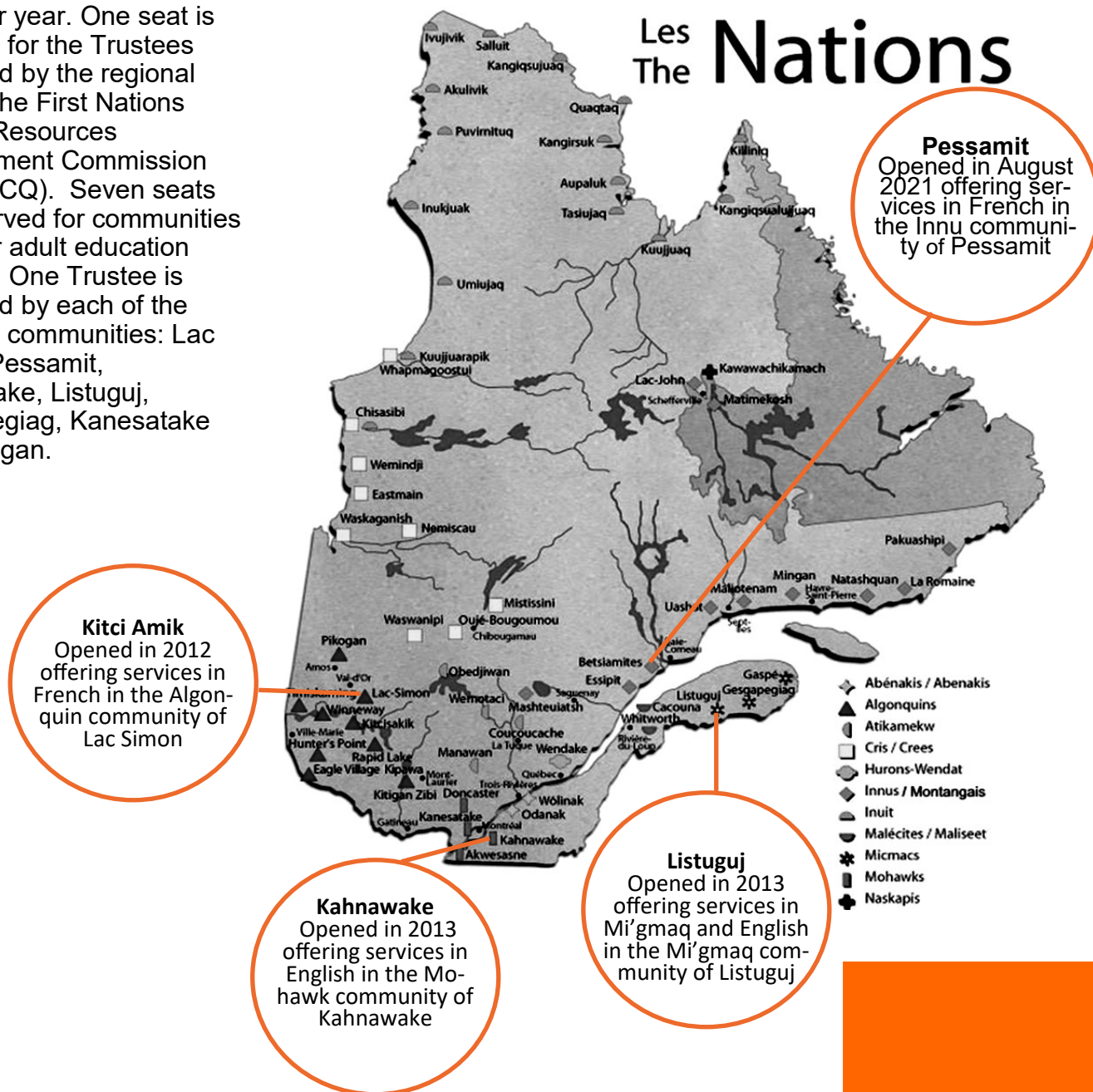
Jennifer Labillois-Metallic, Trustee

Appointed by the Host Community of Listuguj

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). Seven seats are reserved for communities that offer adult education services. One Trustee is appointed by each of the following communities: Lac Simon, Pessamit, Kahnawake, Listuguj, Gesgapegiag, Kanesatake and Pikogan.

Les Nations



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.

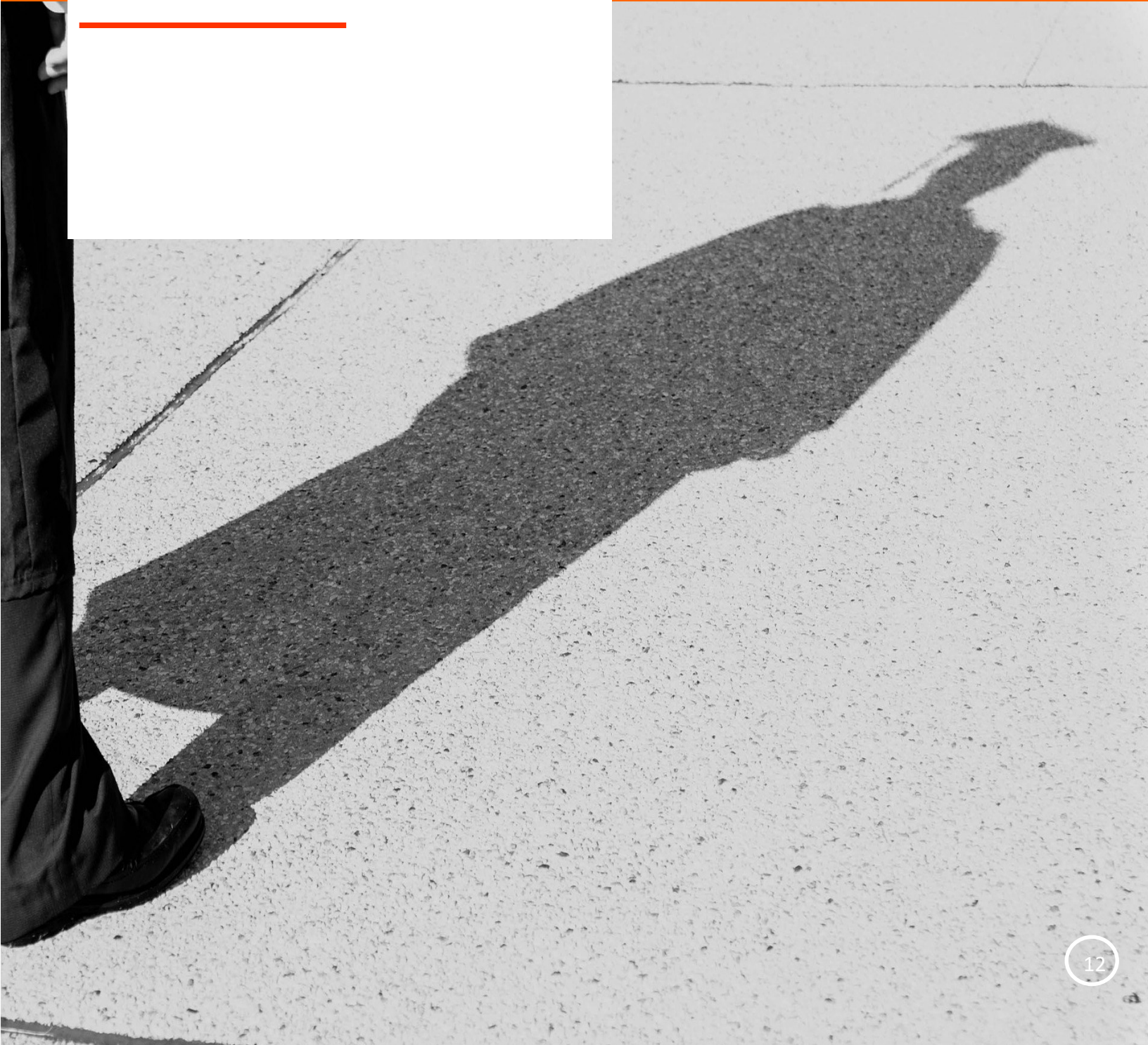
SATELLITE CENTERS



Kahnawake		Listuguj		Lac Simon	
Student Profile - Profile Élève #		Student Profile - Profile Élève #		Student Profile - Profile Élève #	
Male	41	Male	32	Male	98
Female	67	Female	26	Female	152
Total	108	Total	58	Total	250
Average Age	28	Average Age	22	Average Age	27
Frequentations-Fréquentations #		Frequentations-Fréquentations #		Frequentations-Fréquentations #	
Cycle 1	3	Cycle 1	30	Cycle 1	91
Cycle 2	86	Cycle 2	56	Cycle 2	126
Pre-Sec - Pré-Sec	0	Pre-Sec - Pré-Sec		Pre-Sec - Pré-Sec	24
TDG-GDT	1	TDG-GDT	1	TDG-GDT	13
Francisation	17	Francisation		Francisation	0
Prep Post-Sec.	4	Prep Post-Sec.		Prep Post-Sec.	25
Prep Vocational-FP	26	Prep Vocational-FP		Prep Vocational-FP	10
Vocational	0	Vocational		Vocational	0
Alphabetisation	0	Alphabetisation		Alphabetisation	3
Total	137	Total	87	Total	292
Follow-Up - Suivi #		Follow-Up - Suivi #		Follow-Up - Suivi #	
Continue	51	Continue	25	Continue	209
Post-Sec.	3	Post-Sec.	1	Post-Sec.	0
Vocational - FP	21	Vocational - FP	2	Vocational - FP	0
Employed - En Emploi	20	Employed - En Emploi	3	Employed - En Emploi	15
Inconnue - Unknown	13	Inconnue - Unknown	27	Inconnue - Unknown	26
Total	108	Total	58	Total	250
Certifications #		Certifications #		Certifications #	
DES	1	DES	3	DES	5
Equivalencies - Équivalents	24	Equivalencies - Équivalents	1	Equivalencies - Équivalents	0
ASP	76			AEC-ACS	8
				AEP-AVS	5
				Semi-Skilled - FMS	23
				Local	47

	Amount - Montant	%
Kahnawake	\$ 1,644,392.00	22%
Lac Simon	\$ 2,208,789.00	30%
Listuguj	\$ 1,280,519.00	17%
Uashat	\$ 1,657,993.00	22%
Conseil Scolaire-School Council	\$ 595,018.00	8%
Total	\$ 7,386,711.00	

REGIONAL ADULT EDUCATION CENTERS (RAEC)



KITCI AMIK RAEC

under the direction of Mr. Martin Adam



The 2020-2021 year is marked by the collective efforts of our team in regards to our students' learning. In doing so, we have highlighted semi-skilled trade trainings as they met the needs of our students and the demands of the communities and businesses in the region. Having been impacted by the first few months of the COVID -19 pandemic during the school year, we had to re-double our efforts and imagination to attract students to our centres. Our team has done its best to support and ensure the well-being of our students, while respecting family, community, ministry and public health realities. This annual report presents the evolution of our training projects as well as the highlights of the year 2020-2021. We are all the more proud to present it to you in the current context. The 2020-2021 school year has allowed us, once again, to surpass ourselves and to show our determination as well as the great resilience of our students. Another great year filled with surprises, discoveries and a positive balance sheet, just like our students. It will be with renewed pleasure that we will continue on this path for the next year.

At CRÉA Kitci Amik, we offer general adult education classes, assisted distance education, enhanced semi-specialized trades training, personal development workshops as well as several collaborations with the region's vocational training centres and businesses. In addition, we have a psychosocial service and offer follow-up on a personal, academic and employment level.

The school welcomes its students in 3 pavilions: Lac-Simon, Pikogan and Val-d'Or. In addition, we offer assisted distance education adapted for various communities such as Mashteuiatsh, Rapid Lake, Kitigan Zibi, Pessamit and Winneway. For the year 2020-2021, 240 students attended our centre. We have a dynamic daycare service for a clientele of 2 to 5 years old in the community of Lac-Simon composed of 12 children and supervised by a qualified educator with many years of experience.

In order to present the evaluation of our programs and report on the quality of the services we provide, here is a brief analysis of the evolution of the results obtained for the year 2020-2021.

General adult education: Despite the epidemiological situation and the changes in health regulations that forced us to use a combination of distance and face-to-face courses, we were able to maintain a good connection with our students. More than 80% of the students enrolled continued their schooling until June.

DES -6 -10 : We had to combine face-to-face and distance work, but the students enrolled completed their program and graduated from high school with their Secondary 5 degree (DES).

Judicial follow-up (community work and compensatory work): There were a few participants in each pavilion. This led them to discover our services and enroll in a program that corresponds to their needs.

Office Suite: At the request of the Anishnabe Nation Council of Lac-Simon, a group of workers from the community came to develop their skills in the Office Suite software for one day per week. The result is positive, as there is a demand for a new cohort in Lac-Simon and a first cohort in Pikogan next year.

Active Living: At the request of the Abitibiwini First Nation, a dozen participants took part in this training program, which is intended for people who are not in the labour market and have learning and social integration difficulties.

Highlights included

Customized training, adapted to the needs of the students.

Excellent collaboration with the resources of the Pikogan community.

Support workshops for UQAT students: For the past 2 years, we have been collaborating with UQAT by giving academic support workshops in English as a mother tongue, adapted to the needs of their student teachers. At the request of the students and with the person in charge of the URFDEMIA (Lily Bacon) and the professor assigned to the group, we have renewed the collaboration. The flexibility of the meetings (schedule, content) and the availability of our teacher made it possible for the project to continue.

KITCI AMIK RAEC CONT'D

under the direction of Mr. Martin Adam



Training in socio-professional integration :

Electronic and mechanical parts recovery worker (KJP Workshop) : 8 students participated in this training. This led them to attend adult general education. The majority of these students re-enrolled for the following school year.

Municipal road laborer with a specialty in carpentry/joinery: At the request of the Conseil de la Nation Anishnabe de Lac-Simon, we have developed this program allowing students to continue their general training while preparing for the practice of the trade. maneuvering on municipal roads. Specific courses in carpentry/joinery were offered to students. The Public Works Department thus made up for a lack of trained manpower within its team. There will be additional cohorts for the communities of Lac-Simon and Pikogan.

Assistant cook with a specialty in pastry: At the request of the Pekuakamiulnuatsh First Nation, we implemented this training allowing 10 students to develop their specific skills in the kitchen trade as well as a base in pastry making, to develop the socio-professional skills necessary to enter the job market and to maintain employment. The majority of participants have successfully completed their training. The relationship with the teachers, the psychosocial worker and the kitchen trainer greatly encouraged the students to invest in their training process. The communities of Lac-Simon and Pikogan have applied for this same training and it will be given in the next school year.e.

Educational assistant in a school: Many services in the community of Lac-Simon (CPE, elementary school, FNHS program, etc.) lack trained personnel. This is why we have offered a training course for assistant educators. The course combines classroom learning, practical activities and on-the-job training. These courses are related to the assistant educator profession and are enhanced with more specialized courses in this field. Amikobi Elementary School in Lac-Simon has shown great interest in this training. They invited all the participants to do their internship in their environment and hired them afterwards. Cohorts are planned for the coming year to assist other services in the community in hiring trained personnel.

Tire installer: Due to the high demand for manpower in the region, training as a tire installer was offered to 10 students. In addition, this training could lead to the possibility of following an attestation of professional studies. There is a strong possibility that this will be back next year.

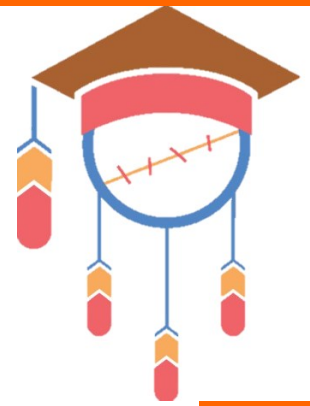
Assisted Living for Seniors in a Private Residence: At the request of the Lac-Simon senior citizens' home and the management of the Mino-Tehewin Health Center, we collaborated with the CFP Harricana to provide training to the staff of the senior citizens' home. We did 4 weeks of preparation to evaluate the academic level of the students and to offer them courses in general adult education to develop the necessary knowledge to enter the professional training. Afterwards, the CFP provided 6 weeks of training to obtain the Attestation of Vocational Studies. All participants who enrolled in the training obtained their diploma. The positive result comes from the fact that the majority of the students were already working in this sector and therefore had a great interest.

Automotive Service Mechanics: The students were first trained in a semi-skilled trade in tire installation in our garage. This work-study program met the needs of the students. Afterwards, in collaboration with the Val-d'Or CFP, the participants could continue their training by integrating the professional studies program in automobile mechanics. This training lasted 525 hours. The majority of participants have completed the dual training and are currently in the work force.

We are looking forward to the new school year and to using all our skills to serve students. We are confident that we can meet the challenges, and are ready to provide effective support solutions in collaboration with the various partners. Throughout the year, the students of Kitci Amik have demonstrated determination, resilience and above all a great sense of adaptation. We are proud of them and their various achievements. In addition, the confidence of communities and businesses in our center demonstrates that our services and our work are meeting the needs. As you have read throughout this report, we are assured of the continuity of many of our training courses for next year and will certainly develop others.

UASHAT MAK MANI-UTENAM RAEC

under the direction of Mr. Gilles Larouche



Background

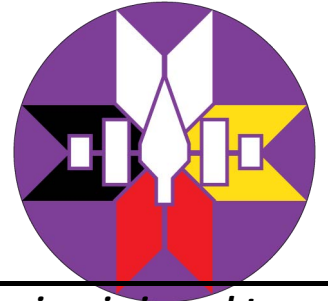
- Submission of ITUM's application to the School Council on January 21, 2015 (support from all Innu communities by resolution or letter of support)
- ITUM investment of \$ 6 million for the construction of the center
- Beginning of training in January 2016 (temporary premises in the basement of Uashat church)
- Inauguration of the RAEC on September 20, 2017
- Move to RAEC (new center) in June 2018
- Became autonomous in March 2021

Regional Component of the RAEC

- The 4th regional centre was awarded to ITUM because of its geographical location (crossroads for all Innu communities);
- Several families from Innu communities are present in the territory at Uashat mak Mani-Utenam and use the services in place (primary, secondary and general education services for adults, jobs and services in ITUM, childcare, health services, etc. income assistance);
- Accessibility to housing for families in the region. In this sense, the communities of the Innu Nation in collaboration with the RAEC should work on a housing project with a daycare service for students from other communities for attendance at the centre;
- Welcoming families from other communities in urban services for FN (LFNC, Native Friendship Center, City of Sept-Îles services)
- Delivery of my finances-my choices workshops in partnership with the Carrefour jeunesse-emploi de Sept-Îles.
- Workshops on work/study balance (carrefour jeunesse-emploi de Sept-Îles).
- Literacy courses.
- GDT and recognition of prior learning.
- Innu language course.
- Workshops on Innu culture.
- Update of personnel files.
- Human resources management policy.
- Politics of civility.
- Development of the code of ethics.
- Development of a training plan for all staff.
- Implementation of the mechanical DEP program.
- Implementation of the DEP program for driving construction machinery.
- Establishment of ASP Construction training.
- Promote FGA and FP services and programs in place.

KAHNAWAKE

OHEN:TON I:IETE: Carina Deere



KARIWA 1: Awaton onkweshon':a ahotiwiientehtahne tsi nonwe GOOGLE katon ZOOM, tsi nahoten iakorihonienni aienonhton.

Tsi nitewatierha: wa'tiatasawen kawennerahsta nene ZOOM, ka'nikariwasha wetewa'ten kiken ZOOM tsi niire awaton onkweshon'a ahontaweia'te kanonskon tsi ionteriwaienstahskwa.

TSI NAHOTEN IONKWARIHONNIENNI:

- A. Iakorihonnienni wahotikwatako GOOGLE classroom, ne senha watiesen onkweshoin'a ahotiienta'ne kaio'tenshera tanon awaton enshiaton onkha ken i:iens.
- B. Iakorihonnienni konrihonnien tsi nonwe ZOOM. Niatekon awaton nashiere. Skatshon katon ionkwe'towennen.
- C. Nonen iakorihonnienni wahonteweste tsi niit ioio'te ne GOOGLE classroom tanon ZOOM. Tracy wa'eiaton kahiatonsera, akwe tkaieri kahiaton.
- D. Tsoshera tsi nahe, kiken covid-19 senha eso onkweshon'a wahotiientane tanon tsi niiteron. Kanatakwe wahotihnhoton. Task Force waonkhrori tsi onenksi enshiaton tsik nahoten nashiere tsi awaton onkweshon'a tontahontaweia'te.
- E. Carina iakorihwasheronni tsi ionteriwaienstakhwa tanon akwe waekwatako skatne Lee tanon Timmy tehontohtarhos. Wa'tewara'nentake ieranentakstha oshonkarake, ionkwaniionta kahiatonsherashon':a nene 'satshohar" tanon tosha akta ienshe kanonshakwekon kahiaton.

KAHNAWAKE

OHEN:TON I:IETE: Carina Deere



KARIWA 2: Tewakatehontsonni senha eso konnonkwe nene ETP's tsi nonkwati Kahnawake, Kaneshatake tanon Kanekota RAEC's enhateriwaienstane.

TSI NAHOTEN ENTEWATSTE NONEN IONKWARIHONNIA:	IOIO'TE KEN:
<i>Ionkwatshenri oh nitsi enhontioten nonen kahnhoton tsi ionteriwaienstahkhwa. Akwe programs kawen-narastha kaien.</i>	<i>Senha eso onkweshon'a rontatehontsonni ahonatashonteren ahontiwiiientehtahne.</i>
OHNAHOTEN ENIONKWATEWEIESTE:	KAIO'TENSHERA TANON KATKE KASHON:
<i>FACEBOOK, ionkwahiatons oh nahoten ionkwatierhwatatiaton tsi nonwe eastern door tanon INSTAGRAM. Tanon oni FNREAC web.</i>	<i>Onerahtokha tanon kon'tatie Onerahtoko:wa 23siskare 2020 = 58 nihonti rontaweiensta.</i>

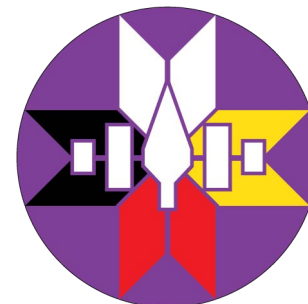
Kariwa 3: Oh nahoten enhatiio'ten skatne ohenton i:iete FNRAEC kanaren tanon akwe Kahnawakehronnon.

Tsi nitewatierha: nene enkahiaton akwe kaienerahshera tanon tsi nahoten iakorihonnienni iakorihonnienne.

IAKORIHONNIEN:NI :	IOIO'TE KEN:
<i>Ohenton i:iete tanon akonenra kontiwahsheronni nene iakorihonnienni kontiio'tatie.</i>	<i>Ahonatkenshera iakorihonnienni tsi akwe-kon ioianere tanon akwe ka'nikonhriio.</i>
TSI NAHOTEN ENTEWATSTE NONEN IONKWARIHONNIA:	KAIO'TENSHERA TANON KATKE KASHON:
<i>Ohenton i:iete tanon akonenra enkontiahton tsi nahoten kontio'tatie.</i>	<i>Onerahtekha 10 siskare,2020- kontatie tsi niioire iakorihonnienni tehotiwa'sherako.</i>

KAHNAWAKE

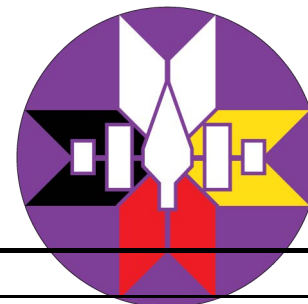
OHEN:TON I:IETE: Carina Deere



<i>Kariwa 4: Skatne ionkwaio'tatie tohkara ni:kon tsi ionteriwaienstahkhwa nai'tekanatake tanon o:ia rotitiohkhwa.</i>	
<i>Tsi Nitewatierha: ionkwarihonnia onkweshon:a tanon ionkwarihonnia tsi nahoten ronatehontsonni ahonnisha nene ahontohestste ionteriwaienstahkhwa.</i>	
IAKORIHONNIEN:NI :	KAIO'TENSHERA TANON KATKE KASHON:
<i>FNRAEC tanon rotitiohkwennen skatne ionkwaio'tatie ionkwarihonnia tsi niiore enhontohetste tsi ionteriwaienstahkhwa. Nene ionkhiiienawase ahontio'tasheraien'ne ne kaio'tenshera.</i>	<i>Tsi nihonti wahontetste, ionkhiiienawense ahotientane kaio'tenshera.</i>
TSI NAHOTEN ENTEWATSTE NONEN IONKWARIHONNIA:	
<p><i>Ionkwarihonnia nene PAB tanon skatne ionkwaio'tatie Sir Wilfred Laurier tsi iontewaienstahkhwa tanon KHRO Kaneshatake nonkwati, ationtahshawen Tsothorha 2021.</i></p> <p><i>Ionkwariwahtatiaton tsi nahoten ionkwarihonnienni, Kanesatake tanon nia'tekanatake o:ni.</i></p> <p><i>Sheia'tarako onkweshon:a tsi nahoten ionkwarihonnia nene tsi ionteriwaienstahkhwa.</i></p> <p><i>Ionkwatkanisa tanon ionkwariwanontha ahontiaton watkanisa, nene aoriwa tsi entewatkense ka'non ishes nene tsi ionteriwaienstahkhwa kaio'tenshera.</i></p> <p><i>Ionkwarihonnia nen aseienta'ne tewatsnie kahiatonshe'ra'shon:a. awaton ensaioten tsi non tsi shakotitshentha. Nia'tekanatake ionkwarihonnia. Kanesatake Rapid/Barrier Lake tanon skatne, Lac Simon RAEC.</i></p> <p><i>Skatne aikenitskoten tanon entewatkenshera to niiore ishes nene tsi ionteriweienstahkhwa kahiotenshera.</i></p> <p><i>Ahshataweia'te, enshateweieste tanon enshatashoteran tsi nonwe isheskwe. Tsi nahotenkahiatonshe'ra'ke kahiaton.</i></p>	

KAHNAWAKE

OHEN:TON I:IETE: Carina Deere



Kariwa 5: Skatne ionkwaio'taties akwe tsi ionteriwaienstakhwa.

Tsi nitewatierha: Enhontkanisa yanon skatne enionkwaioten tsi awaton enshtohetste.

IAKORIHONNIEN:NI:	IOIO'TE KEN:
<i>Ionkhihonienni rononha tsi niore enhontohetste nene tsi ionteriwaienstakhwa, awaton ensaien-tane kaio'tenshera.</i>	<i>Ionkwarihonnia tsi nahoten ronatehontsonni nen aowa enhon-nisha tsi nahoten ronateweiestonhatie.</i>

TSI NAHOTEN ENTEWATSTE NONEN IONKWARIHONNIA:

- *Sheia'tarako onkweshon:a tsi nahoten ionkwarihonnia nene tsi ionteriwaienstakhwa. Nene o:ni A.S.P tanon Quebec.*
- *Ionkwatkanisa tanon ionkwariwanontha ahontiaton watkanisa, nene aoriwa tsi entewatkense ka'non ishes nene tsi ionteriwaienstakhwa kaio'tenshera. A.C.E ionkwaien tanon kanenhriio. FNRAEC kawennarastha kaio'tenshesra ionkwarihonnia.*
- *Skatne aiakenitskoten tanon entewatkenshera to niore ishes nene tsi ionteriwaienstakhwa kahiotenshera.*
- *Ahshataweia'te, enshateweieste tanon enshatashoteran tsi nonwe isheskwe. Tsi Nahotenkahiatonsherake kahiaton.*
- *Waseskun ionkwatkanisa tanon rononha tsi niionkwetake awaton enhonateriwaienstane.*
- *Kahnawake Sec 84 ionkwanihonriios tanon ionkwarihonnia nahoten onenektsi enshateweueste.*

Kariwa 6: Nia'tekanatake ionkwaiotaties skatne Corrections Canada tanon Provincial Correctional Iontatehnhotonkhwa.

Oh nitewatierane: Ionkwaienawase ronnonha nene iontatehnhotonkhwa ahotiienta'ne kahiatonshera'shon:a nen ahotiienta'ne kaio'tenshera.

IAKORIHONNIEN:NI : ONKWARIHONTEN ENTEWATSTE NONE IONKWARIHONNIENNI.	IOIO'TE KEN:
<i>Entetewatharen tsi nahoten onenektsi enshateweienst nen kaio'tenshera.</i>	<i>Ionkwarihonnia tsi nahoten onenksit enshate-weienst ohenton tsi niore enteshatasawen enshaio'ten.</i>
TSI NAHOTEN ENTEWATSTE NONEN IONKWARIHONNIA:	KAIO'TENSHERA TANON KATKE KASHON:
<i>Ionkwaien kanenren'shon:a nene ASP, FIRST AID tanon eso she ionkwarihonnia.</i>	<i>She ionkwaio'tatie ne kiken.</i>

LISTUGUJ RAEC

Elawsimgewei Gina'muo'guom



1. Tan tel nwitueg elawsimgewei

Puwatmeg me' nmitasetgn Listugujg

Listuguj Wi'gatign
Panta'tueg gina'muo'guom
Pjila'si aq gis Mitugwetew wen
Tan wenig saputita'pnig aq tal tel ul'lugwitijig gisgug
Wesgu'taseq ne'gaw nuei gina'masuti, Migmawei tli'suti aq tan sa'q teliaql

Ninen

Wisungatmeg gina'muo'guom, wisungatmeg mi'gmawei ugjit m'st wen gaqigijusieg t'an wen, Mi'gmewaq

2. Tewilunoltijig

Puwatmeg nmitasetgn wiaqiaqal gina'masutil

Wiaqiaqal gina'masutil, gesmoqja'tuegl
Togwaqji'ja'tueg t'an pegitgina'mung
Gina'masultijig piluwe'l gina'muo'guoml
Te'sigisg'g ot nai'amung
Musqa'tueg iga'taqan aq tan tel tan lugwatieg
Mawitai'eg
Apoqonmatimg

Pewatmeg Mi'gmewei tli'suti aq tan sa'q teliaqp tepiaq aq gelulg ugjit wi'gatign telueg saputa'sineg

Mu pewatmueg wenjuei gina'masuti'l
Mu pewatmueg tan sa'q teliaqp gepeg ugjut wen saputa'sin ula tet
SC president Richard Jalbert wesgotg ugjit pana'tun ula wigatign ugjit agnutmaqan

3. Pemigweg Elawsimgewei

Etsutaseg ugjit pana'tnen tan mawo'jig mijuwa'ji'jg

Wetmite'taseg aq wetmite'tmeg ugjit un'gi'guag gina masultnen
Mi'gmewei gina'mujig
Inua'taseg tan tel pmiaq aq tan tel gina'mujig
Nigminaq gigjeiatultijig gina'masultaqan
Togwa'tueg tan wigmaq tel gigjeialtul'tpnig
Gisi piltu'gina'masin

Ilsutasg ugjit Mi'gmewa'j ajipjutoq mimajuagan

Ajipjuluan ta'n wen eginamasi tet, newtipungeg
Tan wenin
Mi'gmewei getlamsuti'l
Gesite'tm ta'n weni
Ajipjutaqan

4. Angaptmeg Tami We'ita'ieg

Gogwei gis piltua'tugpn

Me'gegnu'agatmnej gogwei aq ajipjulanej gitg gina'muinug aq eginamasuin'ug

Talin'getmeg ta'n tel ul'lugwet wen

Eginamasuinu tan tel gneg pegising, napui'gn, google, lugowagane'gmuti
Gegnu'gaqa'tasgl gina'masuti'l

Tan tel nmituegp

Eginamasuinu'g me'pugwelgig
Mawlugutnej
Gegnu'gaqa'tasgl gina'musuti'l
Gina'muo'guom
Sesa'tasg tan tel nmituoq

Tan tel gisa'tuegl aq tan telsutmeg

Wiaqiaqatuegl gina'masuti'l me'ta Pugwelietew eginamasuinu'g
Wisungatmeg gina'muo'guom
Listugujg ignmuetasg tagoqwei gisigwenasg iga'taqang
Mawitai'eg maw LFNC's (LMDC), aq Pantetetew ugjit m'st wen nmitun
tan tel ul'lugwutieg ula gina'muo'guomg

SATELLITE CENTER OF GESGAPEGIAG

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

OBJECTIVE	PRIORITY	GENERAL STRATEGY	OUTCOME	RESULTS
1. Develop a common vision for adult education	1.1. Increase awareness of FNRAEC Campus	<ul style="list-style-type: none"> - Promotional materials designed for distribution within and around Gesgapegiag - Advertisement in the communities' local newsletter / radio station / social media pages. - Communicate and participate with local partners and key Stakeholders for the activities in the center and the community - Community involvement 	<ul style="list-style-type: none"> - Visibility of services and programs of the FNRAEC - Promotion of First Nations content in the adult education centre; 	<ul style="list-style-type: none"> - Ongoing postings on Facebook - Created an internal messenger group for students to communicate with staff - Created local email address for the center by using Office 365 and utilizing Teams - Ongoing community mail box flyers - Support services offered to potential students at the center with one on one meetings to answer any questions. - Participated in the Orange T-shirt Day held annually regarding the Residential School Era. - Organize a plenary session with all the students for Treaty Day and Mi'gmaq History month kicking off on October 1, annually Organize/ participate in the MMIWG held annually on October 4 in regards to the Missing Sisters Movement. Organize workshops regarding Mental Health Wellness (Not myself today, Bell Let's Talk! Mental Health Month and Addictions Awareness Week) Participate in the center's own Culturally Identity workshop 1 Graduates in 2019-2020 - Participated in Gesgapegiag 2nd Annual Graduation Ceremony on at the Traditional Pow Wow Grounds

SATELLITE CENTER OF GESGAPEGIAG

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OBJECTIVE	PRIORITY	GENERAL STRATEGY	OUTCOME	RESULTS
2. Increase student success	2.1. Increase and maintain the number of FTE's to reflect current and proposed agreements for the Centre.	- Outreach within the community as well as the surrounding communities;	- Attain and uphold the FTE's for the Gesgapegiag Centre	- Use of the student success plan for all students struggling with one of the following: emotional, social, behavioural, or educational issues. - Follow up with each of the 16 student on student success plans between the two support workers in the center - Intake was restricted to students registering before the cut off dates; September 30, January 31, and April 30 of each year due to limited space
	2.2. Maintain current teaching staff	- Assist instructors in obtaining their necessary certification (i.e. MEERs).	- Regular Contracts - Low turnover	Staff ongoing in training Two still ongoing with Adult and Community Education Certificate with the University of Calgary One still working on math with Athabasca University Five staff members enrolled and projected graduate date in October 2021 for the First Nations Special Needs Educator Program with St-Felicien College
	2.3. Accommodating different learning needs - Develop individual student success plan	- Increase the adult learners' success who have barriers at the RAEC's.	- To obtain specific tools to assist in teaching adult learners by a variety of materials, software, program & request to modify exam if necessary, with MEERs.	- Ongoing work with the 16 students who need extra support continually on student success plans - Ongoing meetings and counselling support with other students not on SSP but still need support. - Follow up with each student to give them an overview of their education progress to date as well as their education plan (topics include attendance, goals and where they are at, at the current time). - Emphasis placed again this year on mental health due to the ongoing changes and restrictions of Covid-19 in class as well as one on one support for personal development throughout the school year.
	2.4. Work with local communities on their strategic plans to foster cultural identity.	- Develop & implement life skills, personal & professional development curriculums for the adult learners who are closer to the job market.	- Identify barriers early and build a success/action plan with the LFNC; - Continue to promote a client centre approach to ensure success of adult learners; - Implement a community outreach worker to follow up with the students on attendance.	- On going work with GHRDC, Welfare income assistance, with development of mutual future goals of the students. - Participated in the Micmacs of Gesgapegiag Band Annual Strategic Retreat at Gite Mont Albert National Park. - Worked with clients at the local treatment center (Walgwan) providing support, advice and guidance for their clients in high school. - Continually worked with distance education students who came to the center every Friday to do check in's, follow ups and support.
	2.5. Implement a land based theme curriculum	- Focus on land based learning.	- Achieve success in cross-curricular studies with culturally based activities.	- Participate in traditional Opening / Closing of the Seasons with a Pipe Ceremony conducted by an elder four times a year on the last day of the season. - Learning to pick the Black Ash and prepare it for traditional Mi'gmaq Baskets - Learning to pick Porcupine apart after they were deceased to prepare it for Quill Work Baskets
	2.6. Increase access to vocational training.	- To organize activities between RAE centres - Career fair in Listuguj and Gesgapegiag	- Learn about different First Nations culture & customs and way of life; - Participate in Vocational/ College open houses within the vicinity.	On hold due to Covid-19
	2.7. Increase educational services to the students	- Training and personal development.	- Understanding factors that may influence an adult student for dropping out;	Continuing and on-going meetings with the special education technician as well as the educator assistant with the students to provide personal development and social support. On going by-weekly workshops, meetings in the center.

SATELLITE CENTER OF GESGAPEGIAG

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

OBJECTIVE	PRIORITY	GENERAL STRATEGY	OUTCOME	RESULTS
3. Expand and develop culturally appropriate adult educational services in communities leading to meaningful employment	3.1. Work with partners in the employment and training sector to improve job skills and retention	- Develop an integrated partnership action with the Local First Nations Centers (LFNC).	<ul style="list-style-type: none"> - Deliver services that are tailored to each of the partner's strengths. - Create financial advantageous to the learner's students through continued incentives. - Detailed client referral strategy. - Clear understanding of the partner's responsibilities 	<p>Employment opportunities were offered to students in fisheries sector with the fleet</p> <p>Forestry project was on hold again this year due to Covid-19 restrictions, kept to their normal team</p> <p>Students worked throughout other local community programs such as public works, summer camp, cultural camp assisting the team leaders and lending support</p> <p>Worked with GHRDC, Welfare Income Assistance Worker and Education and the Micmacs of Gesgapegiag for ongoing employment training programs</p> <p>Finally, all students on student success plan had work integration plans were incorporated as a plan for the future.</p>
	3.2. Work with the local partners to create awareness of adult education services.	- Develop an integrated partnership with the local services.	<ul style="list-style-type: none"> - Achieve student success with local partnerships; -Through the Labor Market analysis, students will be able to formulate their goals; -Career Development courses-having local resources present to students; - Achieve cultural awareness in the community through the RAEC's; - Encourage community support and understanding of the programs that are offered through adult education. 	<p>Continued meetings with GHRDC, Education, local provincial schools to share common plans, share visions, calendars and ideas with each other.</p> <p>Guidance table with ESSB to share best practice</p> <p>Continued work with Anchor Vocational Training Center in New Carlisle as well as Envol Center Carleton following students in both centers. Unfortunately, due to Covid-19, site visits were restricted at certain times when the pandemic was increasing, other times I was able to have access to the students at the center</p>
	3.3. Professional development in Indigenizing curriculum	- Andragogy teaching methods / principals; Facilitation and guidance on how to incorporate more Indigenized teaching material / curriculum.	<ul style="list-style-type: none"> - Improve the students understanding of all First Nations History and culture; - Instil in the adult learners a strong sense of pride by teaching the seven Mi'gmaq principles. - Participate in a visioning exercise that is in alignment with the community's culture. - Create an curriculum map for all subjects and levels. - Launch Mi'gmaq Language Story during Mi'gmaq History month. 	<p>Participate in Mi'gmaq History Month, launched annually, this year's theme was Honoring our Past. Students researched Mi'gmaq History and reviewed the History Book and isolated Mi'gmaq Content</p> <p>As always, the Client Center Approach model is at the core of the center following the Seven Teachings incorporated in all activities and programming.</p>

PESSAMIT

Marie-Josée Simard



UAUITAKANU

Uet tshi takuat CRÉA-Pessamit usham ka shutshelital Ilnu-takuaikan Pessamit tshetshi ute nakatuelitakanit e tshishkutamuakanitau ka ishpitishiht. Mitshetatupipuna ne Centre de services éducatifs de l'Estuaire uiluau takuaimatamupanat.

Utatusseutshuap CRÉA-Pessamit nite takuanlu 2 Ashini ashit e uitapamat nelu AREF, Territoire et Ressources mak Éducation. Mekuat anutshish eshi-patshitinakanit eukuan e tshishkutamuakanitau ka tshishelniutau mak umelu tshishkutamuakanut tepi-ilnishun, e atshitashunanut, mishtikush-aimun mak akalishamun. Takuan kie tipan e pushapaliakanit auen shashish eka ka tshishkutamakushit, katshishkutamatshet teu mak ka uauitshiat ka alimulit.

Ne atusseutshuap apu eshk^u takuanlit eshi-atshitashunapit, netuelitakanikau mashinaikana, ka natu-tshisselimakanit eshi-pikutat auen mak e nakatuelitakanit eshpashipalit auen e tshishkutamuakanit nite takuan ut tshetshi natuelitashinanun Lac Simon.

UITSHIUEUNA ESHI-PATSHITINAKANIKAU

Nite eshi-tshishkutamatshanut	Nite e uauitshiuanut
<ul style="list-style-type: none">e tshishkutamuakanitau 1 ka itapinanut nite ka mamishishtite tshishkutamuakanitau 2 ka itapinanut nite ka mamishishtiteshi-nutepalit eshk^u eka tanut ka mamishishtite pushapaliakanit auen shashish eka ka tshishkutamakushitkalu e patshitinakanit nite ka mamishishtit (AENS eshinikatet)(TDG eshinikatet) e natu-tshisselitakanit eshi-tshisselitak auen (TDG)tshe nashakanit e tshishkutamatshanut ilnu-aimun	<ul style="list-style-type: none">e uitshiuanut nite tshe ishi-tshitutet e tshishkutamuakanit auene uitshiakanit auen tshetshi milupalit e tshishkutamuakanite nashuakanit auen mak e uitshiakanit e tshishkutamuakanite nakatuelitakanit eshpalit pet eshpish tshishkutamuakanit auenSARCA / SARC (eshi-uilakanitau)

Ishinakuan nitatusseunan tshetshi alu uet milualit ishi-uauitshiaiat auen, kie tshetshi uitshikut ka ishpitishit e milupalitishut nite eshi-pikutat kie nite e tshishkutamuakanit. Kassinu ninakatuelitenan tshetshi milu-uauitshikut ka ui tshishkutamakushit. Ilnu-aimun mak ilnu-aitun nikanashtakanu nite atusseutshuapit CRÉA-Pessamit kie ka atussetau ute kassinu mituat utshipalut Pessamit.

E UITSHI-ATUSSEMAKANITAU

Kassinu milu-uauitamuakanut ka uitshi-atussemakanitau tshetshi kassinu aiat ishi-kanuelitashinanut tshe uitshikutau katshishkutamuakanishiht :

- Conseil scolaire des Premières Nations en éducation aux adultes
- Conseil des Innus de Pessamit
- AREF
- Éducation, sports et culture
- CÉGEP de Baie-Comeau
- Centre de services éducatif de l'Estuaire
- Carrefour jeunesse-emploi
- Association forestière de la Côte-Nord
- Collège d'Alma
- Université du Québec à Chicoutimi

Tan ua ishi-milupalitat CRÉA-Pessamit

- tshetshi atshupalitakanit eshpish pataikanit katshishkutamuakanit
- alu tshetshi shapelitakau katshishkutamuakanishiht tshika mamuiakanu e natu-tshisselimakaniht tshekuanlu tshipa milupalikut
- tshetshi tshisselitakanit eshi-alimutau utiliniunuat katshishkutamuakanishiht
- tshetshi uitshiakanitau alu tshetshi shutshelimitishutau: tipakanashtakanlu utatusseun, alimut e tshishkutamuakanit, e nakatuelimitishut, tshetshi nakatuelitak eshi-atussanut, tshetshi talit auenlu^a e uauitshikut
- shenakanlu^a umashinaikanuau tshe nashuakanitau katshishkutamuakanishiht mak uipat tshetshi tutakanlit tshe nashak tshe ishi-tshishkutamuakanit

PESSAMIT

<i>Tshe aitananut</i>	<i>tshe ui utitaikanit</i>	<i>Tshe ut tshisselitakuat</i>	<i>tanite papalit ka aitananut /uitakanu etelitakanit</i>
UASHKA E TANUT MAK ESHI-KANUELITAKANIT			
tatipanam ^u ukatshipaikanishima e tat CRÉA-Pessamit	tatipananua mak uitakanua nite tshe ishi-tshishkutamatshanut, nite tshe natshitutakanikau natu-tshisselitamuna mak ka atusseht ukatshipaikanishimuau ^a	mashinatutaishunanun aiuiashu-mashinaikan uatakanit e apashtat apunlu (eshakumipipuna tshika mashinatutaishunanun)	ueuetinakanipan ka mashinatutais-hunanut aiuiashu-mashinaikan ume kau tshe apatat atusseutshuap mak tan eshpish tshitshipalit e tshishikashinanut (eshpishat shuliau e uilakaniht kassinu katshishkutamuakanishiht FGA 2020)
aieshkushtakanu ^a katshipaikanishiht nite tshe tshishkutamukanitau FGA	tshika mashinatutaishinanun nishtutatun ashit Ilnu-takuaikan, nite tetshe ka takuaitshanut	kassinu tshika patshitinam ^u nite ka tat Centre des services éducatifs de l'Estuaire neme 7 e tshishtuakanit Shetan-pishim ^u	shash pitutsheuat ka atusseshiht ut e tshitshipalit Shetan-pishim ^u Papeik ^u katshipaikanishilu teu katshishkutamatshet(mishtikush-aimun, atshitashuna, akalishamun mak IS)
tshika uitakanlu tanite tshe taht e tshishkutamuakanitau anitshenat IS	nishtutatinanun e mashinatutaishinanut aiuiashu-mashinaikan	uitakanu katshipaikanisht etapatat	utinakanipan katshishkutamatshet mak ka uauitshiat ka alimulit, nite tshe tatau katshipaikanishilit
tshika naushunakanu tshe ishi-tshissinuatshitishut CRÉA	tshika ishi-tshissinuatshitishu e nukuat eshi-ilnunanut mak ilnu-aitun	tshika kutshipalitauat auenitshenat tshetshi mishkamuatau tshe ishi-tshissinuatshitishilit neumelu e tshitshipalit uashtessiu-pishim ^u	katshishkutamuakanishiht mak ka atusseht tshika naushunamuau nelu tshe ishi-tshissinuatshitishut CRÉA

AUENITSHENAT E APATISHUTAU			
tshika utinakanuat katshishkutamatshet tshe tshitshipalitau atusseun	tshika utinakanuat e ukalumiht katshishkutamatshet peikupipuna ishpish tshetshi tatau mak e nakatuelitakanit aishi-pikutaht nite mishtikush-aimunit, atshitashuna/ tepi-ilnishunut, akalishamunit, ilnu-aimunit mak ilnu-aitunit kie e uitshiakanitau ka alimutau	5 katshishkutamukanishiht shash tshi utinakanuat kaukau papeikupipuna tshika mashinatutaishinanu.	katshishkutamatshet ilnu-aimunlu aieshkushtau tshe ishi-tshishkutamatishunanut. Tshika kutshipalitau ka tutak umashinaikan umelu 28 tshishtuakanit uashtessiu-pishim ^u .
aiashku tshika ui tshishkutamuakanuat ka atusseht	Jade-Tosca, Charlemagne, Tosca.net, Acomba	tshi nishtuapatakanit GRICS	shash peikuuu tshi tshishkutamatshet GRICS nana 16 ushkau-pishim ^u nite tepanat ka uauitshiuat nite tshe ishi-tshishkutamakushit auen, ka mashinaitsheshishkueu, ka pitau-takuaimatshet e mak ka tipelitak
tshika ui utinakanuat ka atusseshiht nite e takuaimatshanut	tshika utinakanuat e mashinatutaishunanut peikupipuna tshe tatau e pikutat nite e kamashinaitsheshishkueunanut mak/kie ma nite e takuaitshanut	utikanaku kamashinaitsheshishkueu mak ka pitau-takuaimatshet	teuat shash ka atusseshiht
takuanlu tshi tatau tatipan iashi-pikutaht	tshika utinakanuat peikupipuna ishpish auenitshenat aishi-pikutaht ka uauitshiuat nite tetshe tshishkutamatshenit, ka uauitamuau tshe ishi-tshishkutamatishulit auenlua mak ka uauitshiat ka alimulit	utinakanu ka uauitshiuat ua ishi-tshishkutamatishilit auenlua, ka uauitshiuat nite tetshe tshishkutamatshenit mak ka uauitshiat ka alimulit	eshk ^u takuan tshi utinakanit ka uauitshiuat nite tetshe tshishkutamatshenit. Anitshenat ka patshitinaku utishinakashunau apu ut utitaikau eshi-natuelitashinanut. Tshika kuashkuakanu kie ma shash mekuat katshishkutamatshet tshika kuetshimakanu tshi tutak nelu atusseunlu.
takuanlu tshi tat auen tshe atusseshtak e naikakanit	shaputue takuan tshi tat auen tshe atusseshtak e naikakanit miam ka ishi-natuelitakanit ka mashinatutaishinanut e aiuiashit CRÉA katshipaikanishilit	entente à signer (bail) nishtutatun tshika mashinatutaishinanu	service inclus dans l'entente de service avec le Conseil des Innus de Pessamit e naikakanit shash nishtutatinanu ashit Ilnu-takuaikan Pessamit



<i>Tshe aitananut</i>	<i>tshe ui utitaikanit</i>	<i>Tshe ut tshisselitakuat</i>	<i>tanite papalit ka aitananut /uitakanu etelitakanit</i>
E UITSHUET E APATAT TSHEKUAN/ATUSSEU-KATSHITAPATAKANIT/TSHISHKUTAMATSHEUN IAPATAT			
tshetshi kanuelitakanit kassinu etapatat atusseau-katshitapatakanit e atussanut	atshetshi kanuelitakanit umeni tshitshipalitou ka atusseht kie katshishkutamuakanishiht : TBI, atusseau-katshitapatakanit nite tshe ut aimitunanut mak katshipaikanisht, e tapishimitishunanut ashit SQL, kassinu papeik ^u auen tshetshi kanuelitak atusseau-katshitapatakanlit, tshetshi , nish ^u atusseau-miut ^a , 5 ka apishashit atusseau-katshitapatakanisse, ka akunitshepalit etshi tapatat nite atusseau-katshitapatakanit, kassinu tshi kanuelitakanikau e atusseauatshanut nite atusseau-katshitapatakanit Jade-Tosca, ACOMBA, BIM; kaimitunanut aitatapat tshekuaana	atusseutshuap shash -kanuelitam ^u kassinu tshekuanolua tshe aitapash-tat	Telus alimu tshetshi mishkak tanite tipan nipa ut tshi tapishinan e takapitshenakanité. Nitashuapatenan. Kassinu kutak ^u tshekuan milupalu Eshk ^u apu akuashkuaikanit tshetshi utinakanit auen e nakatuelitak eshpalit nite atusseau-katshitapakanit, muk ^u teu mekuat auen e natshi-uitshiuets metuetutshit.
tshetshi kanuelitakanit tshishkutamatsheumashinaikana tshe uitshuet ⁱ	tshika aiakanu ^a mashinaikanuian ^a , atusseau-mashinaikan ^a uatakanit eshitshishkutamatshanut, aimun-mashinaikan, Beshcherelle, uamatatshemakat eshpalit aimun, aitatapat e kutshipalitakanit tshekuan nite tep-ilynishunit	Lac Simon itishaim ^u aishitakuanikau natu-tshisselitamuna nite Uepishtikuiau-tshisheutshimat ka utshipalikau, atusseau-mashinaikana, luash tshe ishpish katshitinamat eshi-atshitashunapiat	e peikussiat nika tshitapamatishunan katshitinamat eshi-atshitashunapiat. Nite tep-ilynishunit aitatapat tshekuan, shash tshi kuetshimakanu ka tipelitak Uashkaikan katshishkutamatsheutshuapilu tshetshi aiuiashit ukatshipaikanishima.
tshetshi kanuelitakanit aitashtat kamashinaitsheshishkueu	, écran, bureau d'accueil aiakanipan etapatat tshekuan : kaikunitshepalit etshi tutuakanit kalu, kaikunitshepalitat mashinaikana, e akunitsshanut, utukaia e natutakanit, nite e tshitapatakanit tshekuan, atusseau-mitshishuakan	atusseutshuap kassinu shash ishi-kanuelitam ^u	kanuelitakanu ka akunitshepalit tshe apashtat ka pitau-takuaitshtet, atusseau-katshitapatakanlit mak atusseau-mitshishuakanlu
tshetshi nakatuelitakanit tshetshi eka kassinu shash kanuelitakanikue tshe apashtakanit	tshetshi kanuelitakanit : utatusseumitshishuakan katshishkutamuakanisht, utatusseumitshishuakan katshishkutamatshet, tshishkashtashuna, atusseau-mitshishuakana ka uauitshiuets tshe apashtatau, katshishkutamukanihiht e e tshishkashtishutau, kanuelitashuna mamu e tanut e apatat -	Atusseutshuap shash kassinu kanuelitam ^u	Nutepalu tshekuan nite miamuititau ka atusseht mak ishkutekan etapatat tshekuaana



<i>Tshe aitananut</i>	<i>tshe ui utitaikanit</i>	<i>Tshe ut tshisselitakuat</i>	<i>tanite papalit ka aitananut /uitakanu etelitakanit</i>
E UITSHIUEUET TSHISHKUTAMATSHEUNIT MAK PITAU-UITSHIUEUNA			
tshetshi tshisselitakanit tan ua ishi-kanuelitashinanut	tshetshi ishi-kanuelitashunanut tshe uitshiuwet nite : FBC (1 ^{er} ka itapinanut ka mamishishtiht), FBD (2 ^e ka itapinanut ka mamishishtiht), eshk ^u eka tanut ka mamishishtiht, katshishkutamukanishiht nite IS mak ukatshishkutamatshem, tshe uitshiuwet nite tetshe tshishkutamatshenit	shash takuan uitshiuweuna nite FGA	tshika ui utinakanu ka uauitshiat katshishkutamuakanishilit e alimulit tshetshi milupalitau e tshishkutamuakanitau
tshetshi aieshkushtakanit tshe nashakanit tshe ishi-pimutanut	tshetshi shash ishi-kanuelitashunanut tshitshipalit e atussanut : ilnu-aimun mak ilnu-aitun e tshishkutamatshanut, tshe nashakanit tshe ishi-pimutanut e nashuakanit katshishkutamuakanishit, e tshitapatakanit e atusseiakaitau katshishkutamuakanishiht, e natu-tshisselimakaniht eshi-pikutaht katshishkutamuakanishiht	nashakanu eshi-pimutanut tshetshi uitshikut auen	ilnu-aimun mak ilnu-aitun e tshishkutamatshanut tshika tshitshipalu tshishe-pishim ^u 2022. Mekuat anutshish katshishkutamatshet aieshkushtau tshe nashakanit eshi-pimutanut e tshishkutamatshanut. Tshika atusseshtakanu tshetshi takuat tshe nashakanit tshe ishi-pimutanut e atusseiakaitau katshishkutamuakanishiht
tshetshi aieshkushtakanit pitau-uauitshieuna tshetshi takuanikau	SARCE mak katshishkutamatshenit katshipaikanishit tshe tatau IS	shash takuana pitau-uitshiuweuna tshetshi uitshiakanitau ka alimutau	shash takuan katshishkutamatshenit katshipaikanishit e tatau 6 katshishkutamuakanishiht
tshetshi aieshkushtakanit tshetshi takuat letupiss.	tshetshi aieshkushtet ui apashtau katshishkutamuakanishiht letupissilu e takushiniht ute atusseutshuapit kie ma ishinakuanlit tshetshi natshishishkutamatshutau atusseunlu kie ma kutak tshekuan.	aieshkushtau pushinan ute tshutenaminat	mekuat uauitakanu tshetshi kanuelitakanit letupiss ute tshutenaminat kie ma AREF tshetshi uitshiuwet shuliat

REGIONAL PROJECTS 2020/2021



REGIONAL PROJECTS

AEC Housing Management

The context of the COVID pandemic certainly shifted our approach to supporting our students for the AEC Housing Managers. The physical, emotional, spiritual, and mental health and safety of the students in cohorts 4 and 5 became a priority. Although the cohorts continued to be taught from a distance, the personal and professional commitments of the students also changed as their households were affected by their children being home from March to June 2020 and coordinating schedules with their partners who were now working from home as well. All planned travel was postponed due to the COVID, and a series of webinars was prioritised, with the input from the students, to meet their personal and professional development priorities.

Cohort 4 - 5 graduates completed in March 2021

Cohort 5 - 28 students started the AEC in November 2020

We have also supported the First Nations Housing Professionals Association (FNHPA) with recruitment from past graduates of the AEC, so that they can get the course equivalency recognized for 3 of the 5 courses offered for the professional order. We also supported the FNHPA in the recruitment of a French teacher so that a bilingual cohort could start with them for the Fall 2021.

The following is a list of webinars we held for the professional development of the students throughout 20-21 - these webinars are available to view on the coph.ca site, the School Council website, and as well shared on the Community of Practice in Housing workplace platform, and were held in both French and English, and in some cases with simultaneous translation:

- Motivation and Perseverance
- Mental Health & Covid-19
- Cultural Safety & Covid-19 (not public due to personal experiences shared)
- Sustainable Development
- Leadership
- Working from Home in the Context of Covid-19 (not public due to personal experiences shared)
- CMHC Renovations Program Review
- CCQ Issuance of Competency Certificates
- Indigenous Student Ambassadors
- CCQ Hours of Recognition Process
- CCQ Access to the Construction Trades Industry
- FNHPA Information Session
- Cultural Communications and Connections

Throughout the year as well, our Student Support Worker, Ms. Cheryl Gabriel, has been actively supporting the students with the following statistical interventions:

Average Monthly Interventions with Students:

- 54 emails
- 7 follow-ups for technical support
- 12 follow-ups for administrative support
- 47 workplace-social media updates
- 13 phone calls
- 10 group communications
- 1 referral to specialized services

REGIONAL PROJECTS (CONT'D)

CoPH

The Community of Practice in Housing (CoPH) had to adjust its approach to supporting the AFNQL communities with best practices, networking, and addressing issues that affect the communities with the COVID-19 pandemic as our main barrier. Our annual CoPH to be held the week of March 17-19, 2020, was immediately postponed upon the announcement of the shutdown of schools within the province of Quebec. The annual event was postponed to a time when we were able to safely gather, while keeping in mind the many travel restrictions imposed by the communities, province, and Canada at the time. We therefore shifted our attention to ensuring effective communications with regards to Covid was shared immediately within the Workplace platform of the CoPH, including the creation of a new group within workplace, that shared information concerning policies, budgets, travel, and mental and physical health. Also, our communications approach as team shifted to ensure immediate communications were shared with weekly team meetings to review new Covid updates, and to also develop and implement a series of webinars that would address the concerns from the CoPH. In September 2020, our team would meet on a bi-weekly basis with our partners from Indigenous Services Canada (ISC) and the Assembly of First Nations Quebec-Labrador to continue to ensure open lines of communications, and to support ISC in its outreach to Indigenous communities for the roll-out of new programming budgets anticipated for the spring of 2021.

Overall, the team took a proactive approach to ensuring effective communications were maintained with the CoPH via the workplace platform. The development of a series of webinars was scheduled and maintained to do at least 1 webinar every 1 to 2 months, and in some cases, 2 per month. The webinars were deemed an effective communications tool to reach the communities and themes topics were solicited from the CoPH. In many cases the webinars lasted 1 to 2 hours maximum as not to overwhelm the CoPH members from being over-exhausted from videoconferencing us from sitting for too long. Some webinars included simultaneous translations, while some were prioritized to be held in 2 separate sessions - 1 in English and 1 in French. Each of the webinars were also posted on the workplace platform so that all who could not attend the session, were able to view it, and they were also shared directly on the CoPH website. Throughout the year, we continued to monitor the Covid pandemic for travel purposes and decided to continue postponing the event until sometime in the 2021-22 fiscal year. The CoPH was approached as model to be used in other service sectors from the communities, and we helped promote our approach for a network of educators in the communities' day-cares. We also continued to respond to CMHC requests to promote our CoPH for the Yukon region, as well as, added new members from British Columbia to the National workplace group.

Outlined below is a summary of the webinar events held throughout the year to support the CoPH with best practices, new initiatives, and as well as, mental and physical health workshops for stress and anxiety management.

CMHC Renovation and Allocation of Funds
Regionalization of Housing Initiative from Indigenous Services Canada
CCQ Issuance of Competency Certificates
Introduction to Radon
CCQ Hours of Recognition Process
CCQ Access to the Construction Industry
Working from home - 1-year after Covid
FNHPA Information Session

REGIONAL PROJECTS (CONT'D)

Point of contact Housing (PoCH)

The mandate is to implement the PoCH “point of contact” initiative in order to start responding to the needs identified in the “Development of skills and capacities” report (FNAESC, 2019) in the sectors of housing and infrastructure. Therefore, the stages of the implementation of this initiative are:

- Structure the CoPH and the FNAESC in order to allow the offer of "point of contact" services;
- List all the training courses that could meet the needs of elected officials, managers and tenants;
- Develop or identify partners who can develop training that does not already exist, but which will meet the needs identified in the report;
- Develop a communication plan to promote these training courses and make known the “point of contact” for any housing training in order to allow communities to request training;
- Develop a two-year work plan for the implementation of the initiative; include consultation with tenants and a risk management plan related to constraints likely to affect the implementation of the plan and actions to minimize their impact;
- Propose an evaluation plan that will assess the impact of the implementation of the "point of contact" on the capacity of elected officials, managers and tenants.

SAE Projects

PARTNER	PROJECT TITLE
4Korners	Changing Times: Updating the HR Policy
	Understanding the needs of the aging population in the Laurentians
	Implementing a communications plan & training a new communications officer
AFNQL	Strategy for Housing & Infrastructure regional Skills & Capacity Building Initiative
CDRHPNQ	CDRHPNQ 2.0 – Les Ressources humaines au cœur de la transformation
Pekuakamiulnuatsh	Développer les compétences spécifiques à un métier, développer les aptitudes socioprofessionnelles nécessaires pour intégrer le marché du travail et le maintenir un emploi.
Tewatohnhi'saktha	Mentorship
Wapikoni	Soutenir la Mise à Jour des politiques ressources humaines, les évaluations de rendement et la mise en œuvre de comités de travail à Wapikoni
Champlain College, Vanier College, Dawson College, John Abbott College, Concordia University, UQAM, CEGEP Edouard Montpetit	Support Sensitization of students to indigenous ways of being and learning

AUDITED FINANCIAL STATEMEMNTS



**First Nations Adults
Education Trust I
Statement of Operations**
For the year ended March 31, 2021

	<i>Schedules</i>	<i>2021 Budget</i>	<i>2021</i>	<i>2020</i>
Revenue				
Ministère de l'Éducation et de l'Enseignement supérieur (Note 10.)		4,544,450	4,544,450	4,340,490
Indigenous Services Canada (Note 11)		2,265,573	2,265,573	2,063,461
Canada Mortgage and Housing Corporation		-	-	150,000
Interest income		6,000	6,559	10,398
Other revenues		130,340	156,293	110,398
Assembly of First Nations Quebec-Labrador		-	145,000	-
Deferred revenue - prior year		441,655	441,655	891,812
Deferred revenue - current year		-	(222,618)	(441,655)
		7,388,018	7,336,912	7,124,904
Program expenses				
Ministère de l'Éducation et de l'Enseignement supérieur	2	3,048,464	3,051,753	2,879,313
Indigenous Services Canada	3	1,622,428	1,622,428	1,353,882
AEC-CoPH	4	310,000	150,000	275,399
Business services	6	130,340	93,466	46,674
Capital	8	4,846	4,846	2,593
Total expenditures (Schedule 1)		5,116,078	4,922,493	4,557,861
Surplus before allocations to regional adult education centers		2,271,940	2,414,419	2,567,043
Allocations to regional adult education centers		(2,270,786)	(2,316,545)	(2,490,953)
Surplus		1,154	97,874	76,090

The accompanying notes are an integral part of these financial statements

**First Nations Adults
Education Trust I**
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2021

	<i>2021 Budget</i>	<i>2021</i>	<i>2020</i>
Expenses by object			
Amortization	4,846	4,846	2,593
Bank charges and interest	15,000	18,155	16,278
Bursary expense	3,000	3,000	7,000
Communications	2,520	1,435	1,306
Equipment	20,000	22,129	-
Facilitation and registration	30,000	28,197	2,688
Honoraria	2,000	-	2,388
Insurance	18,000	17,655	14,644
Licences	30,500	40,047	14,136
Office and general	10,000	1,851	9,808
Office supplies	23,000	18,190	27,761
Professional fees	110,000	101,139	63,448
Program expense	4,500	1,150	4,035
Salaries and benefits	4,425,212	4,622,559	4,014,220
Telephone	2,500	3,003	2,890
Translation	35,000	30,808	34,304
Travel	380,000	8,329	340,362
	5,116,078	4,922,493	4,557,861

Independent Auditor's Report

To the Trustees of First Nations Adults Education Trust I:

Opinion

We have audited the financial statements of First Nations Adults Education Trust I (the "Organization"), which comprise the statement of financial position as at March 31, 2021, 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, 2021, 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.

Other Information

Management is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements and our auditor's report thereon. The annual report is expected to be made available to us after the date of this auditor's report.

Our opinion on the financial statements does not cover the other information and we will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above when it becomes available and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

When we read the annual report, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance.

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.

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

July 13, 2021

MNP¹ SENCRL, sr |

OUR FNAESC TEAM

Tanu Lusignan, Executive Director
Diane Gabriel, Executive Assistant
Diane Labelle, Regional Pedagogical Counsellor
Patrick Robertson, CoPH Coordinator
Cheryl Gabriel, Student Support Worker
Tracy Rosen, Learning Management Pedagogical Consultant
Ramelia Chamichian, PoCH Project Manager
Stéphanie Légaré, Housing Technician



FIRST NATIONS ADULT EDUCATION SCHOOL COUNCIL
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Les Savoirs guident nos Nations
Knowledge guides our Nations

