

First Nations Adult Education School Council



Les Savoirs guident nos Nations
Knowledge guides our Nations

Annual Report 2018

This report is dedicated to the memory of Kevin John Papatie

Mission Statement

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.

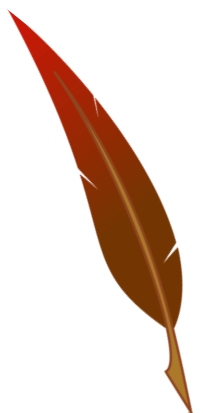


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Message from the President & the Executive Director

We are pleased to present the First Nations Adult Education School Council's (FNAESC) annual report, which includes reports from each of the First Nations Regional Adult Education Centers (RAEC). The 2017-2018 academic year is characterized by both stability and growth. Each of the RAECs continued to offer general adult education services and served a stable number of students while maintaining a stable production of full-time equivalents. At the same time, at the beginning of the fiscal year, which is two-thirds of the way into the academic year, we signed the first three-year agreement with the Ministry of Education. This new agreement tripled the annual funding allocation from the Ministry of Education and will enable the RAECs to offer more services adapted to the language and culture of the host community.

It is with great pride we report that this year, 162 adult learners achieved their goals. In adult education, a student may wish to obtain their high school diploma, as 64 students did this year, but others may wish to complete the prerequisites needed to enter a vocational training program or a program in cegep, as 67 students did this year. Sometimes, attaining one's objective is obtaining a certification in a semi-skilled trade or a safety and security certification, as 30 students did in 2017-2018.

The numbers included in this report demonstrate how each RAEC is becoming more regional, as the percentage of students who are from the host community is decreasing while the percentage of students from different communities is increasing. The regional mandate is an important one, as our objective remains to serve all Indigenous adults throughout the province.

As in past years, our annual report is divided into five main sections, thereby allowing the reader to learn about the RAECs, their students, the special projects organized this year, success rates, as well as the financial situation of the organization.

Once you finish reading the 2017-2018 annual report, we are certain that you will join us in congratulating all the adult learners on their achievements as well as all the staff, without whom these successes would not be possible.

Happy reading!



Susane King, President



Rola Helou, Executive Director

2018 FNAESC Board Members

Annie Cyr, Trustee

First Nations Human Resources Development Commission of Quebec

Rose-Anne Gosselin, Trustee

First Nations Human Resources Development Commission of Quebec

Steven Horne, Trustee

Host Community Representative for Kahnawake

Vicky Lelièvre, Trustee

Host Community Representative for Uashat mak Mani-Utenam

Tammy Martin, Trustee

First Nations Human Resources Development Commission of Quebec

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Host Community Representative for Lac Simon

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First Nations Education Council

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Rola Helou

Executive Director

Susane King

President

Diane Labelle

Kahnawake RAEC Director

Tanu Lusignan

Chief Financial Officer

Lorna Sook

Director of Education, Adult Education, and Training in Listuguj

Territories

The FNAESC Board meets quarterly. Nine members represent either the community which hosts a Regional Adult Education Center (RAEC) or an Employment and Training Center linked to the First Nations Human Resources Development Commission of Québec (FNHRDCQ). Two board seats are reserved for regional education organizations. FNHRDCQ was the incubator for the School Council. Discussions began in 2006 and the First Nations Adult Education School Council was created in 2012, the same year the first Center opened its doors.

Kitci Amik

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

Uashat mak Mani-Utenam

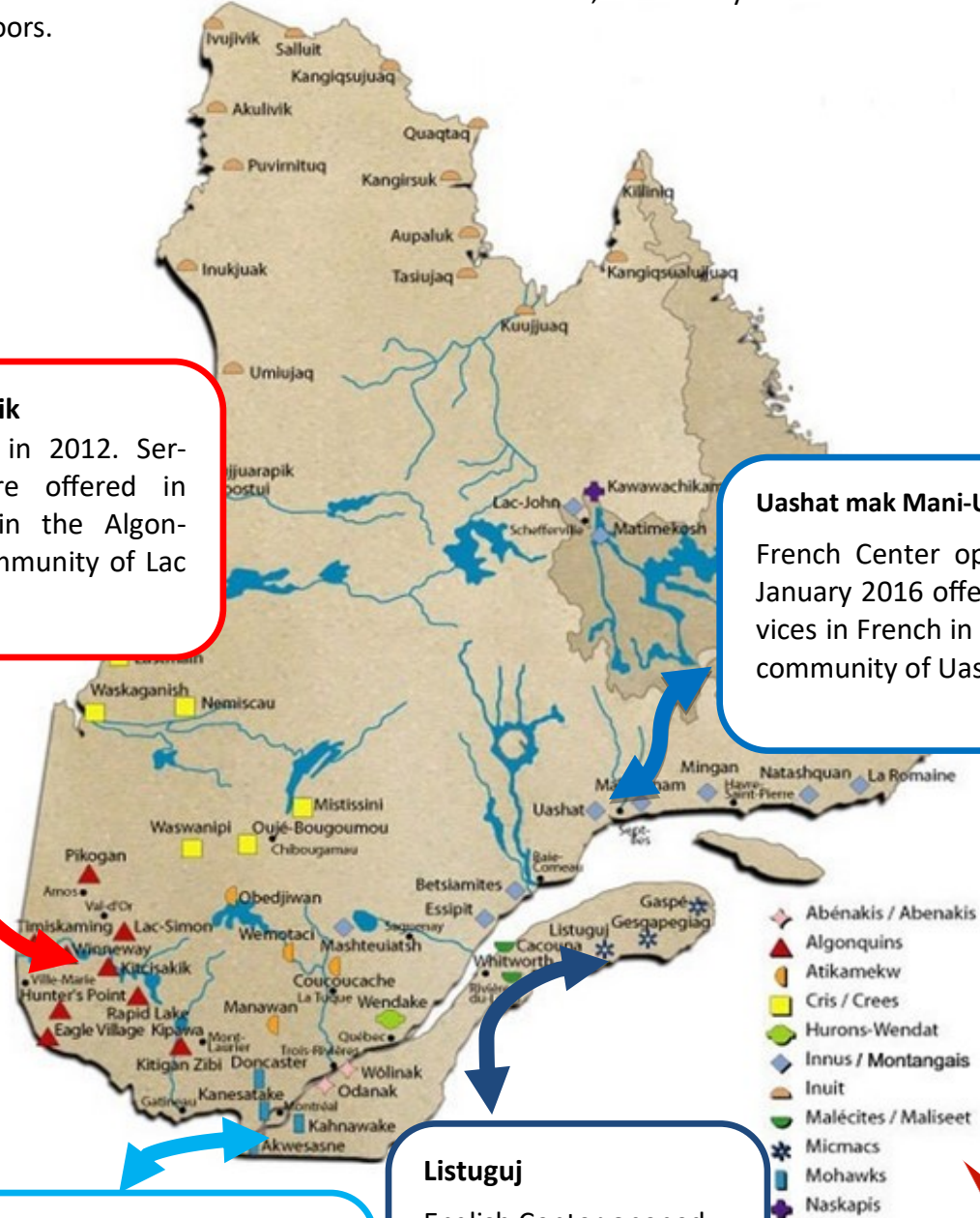
French Center opened in January 2016 offering services in French in the Innu community of Uashat.

Listuguj

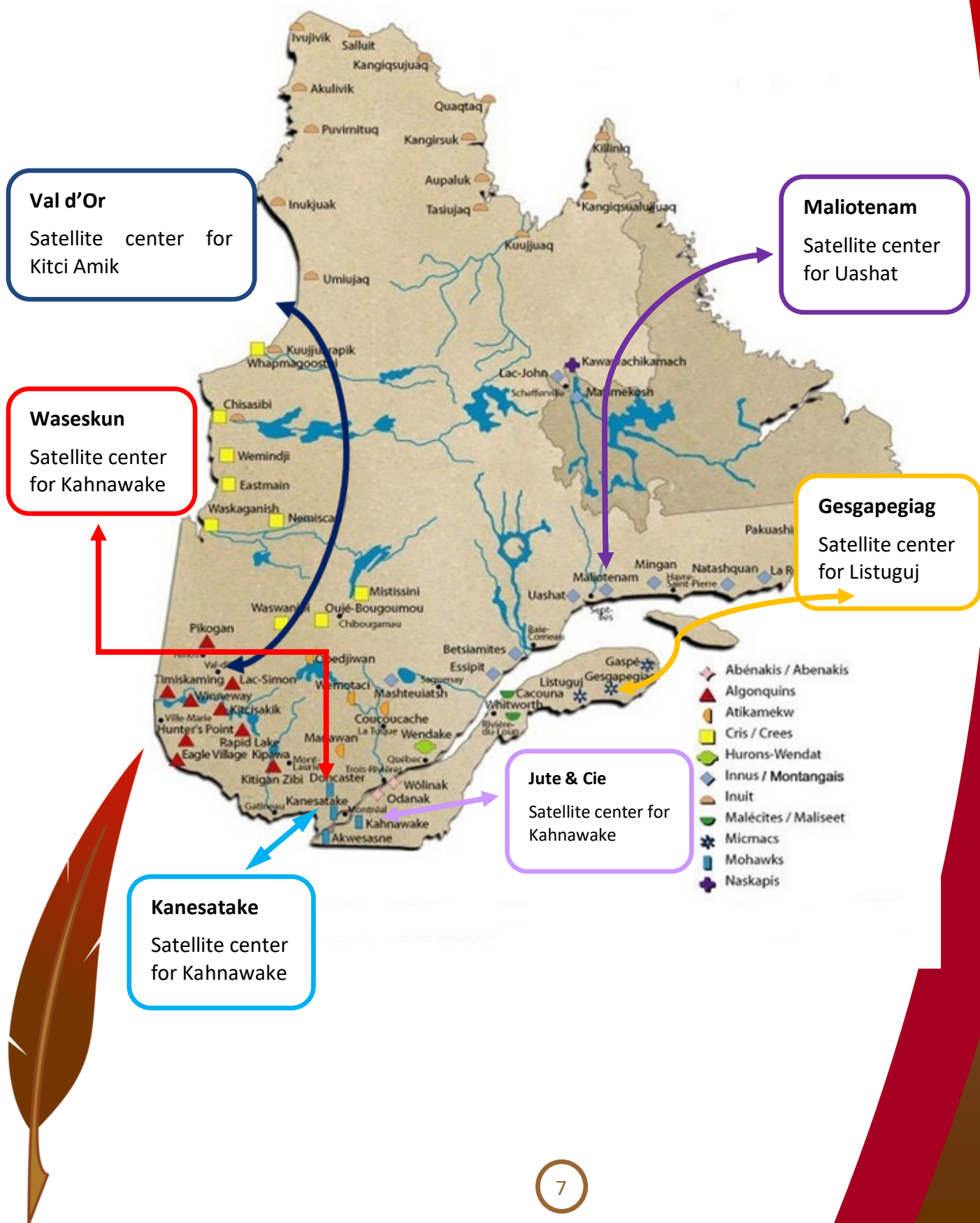
English Center opened in the Mi'gmaq community of Listuguj in 2013.

Kahnawake

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



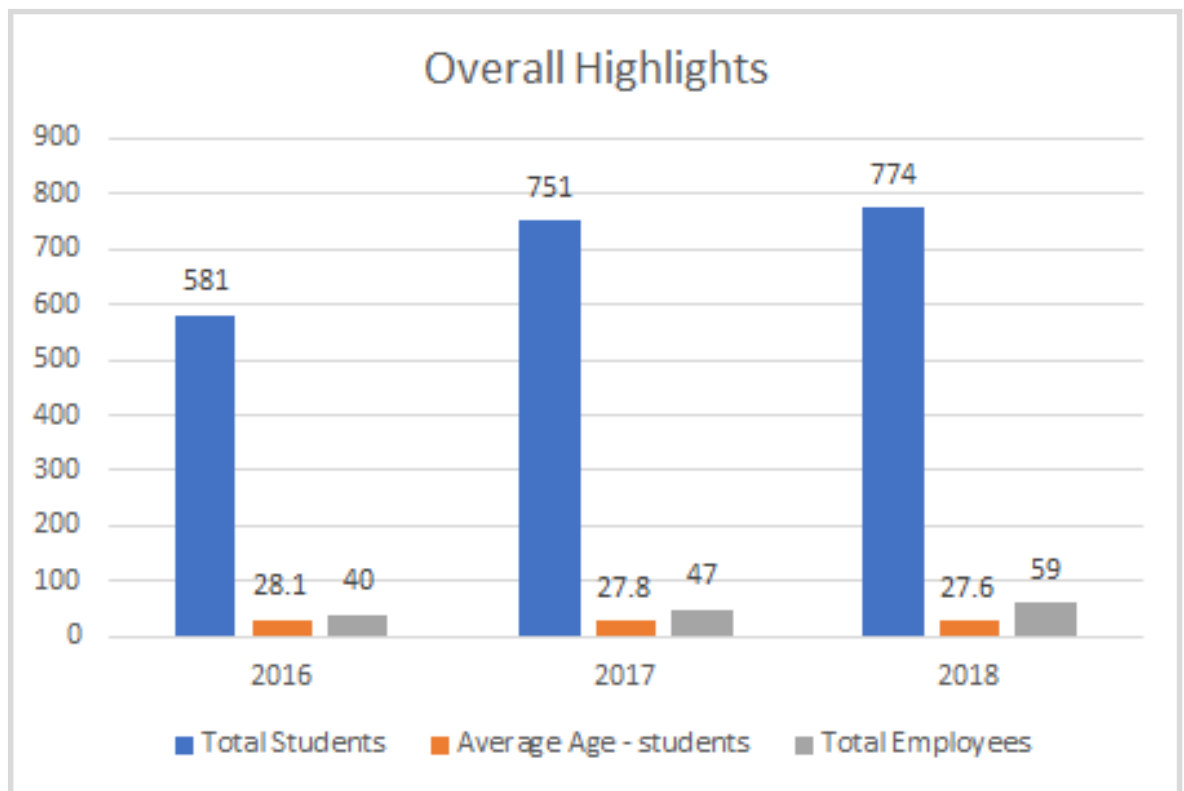
Satellite Centers



Portrait of All Four Centers

The four Regional Adult Education Centers (RAECs) supported by the FNAESC are as unique as the nations they serve. Table 1 provides overall highlights of the number of registered students, average age, and number of employees since 2015-16 at the RAECs. The number of students registered increased by 3%. There was an increased investment in staff to continue to ensure students have the support they require to attain their educational objectives.

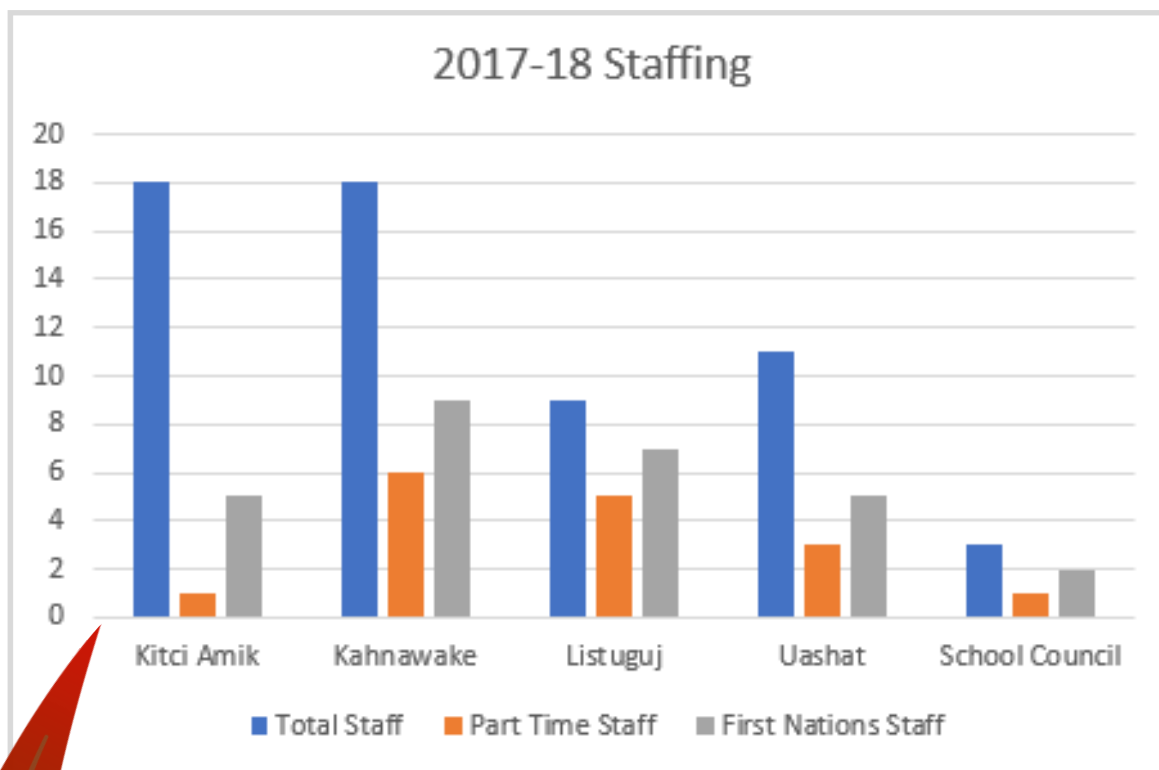
Table 1: Overall Highlights



Employees

Tables 2 and 3 provide an overview of staffing at the RAECs. Total staff rose by 26% since the previous year, with increased capacity in the area of student support services at the Uashat mak Mani-Utenam and Kitci Amik RAECs. The number of First Nations employees increased from 22 to 28 employees since 2016-17. Teachers represent close to 50% of all staff with their seniority ranging from three to 17+ years of experience. There are currently 43 full-time permanent positions across all Centers, which represents 73% of all positions. The investment in human resources represents close to 86% of all expenditures or equivalent to \$3,049,397 last year.

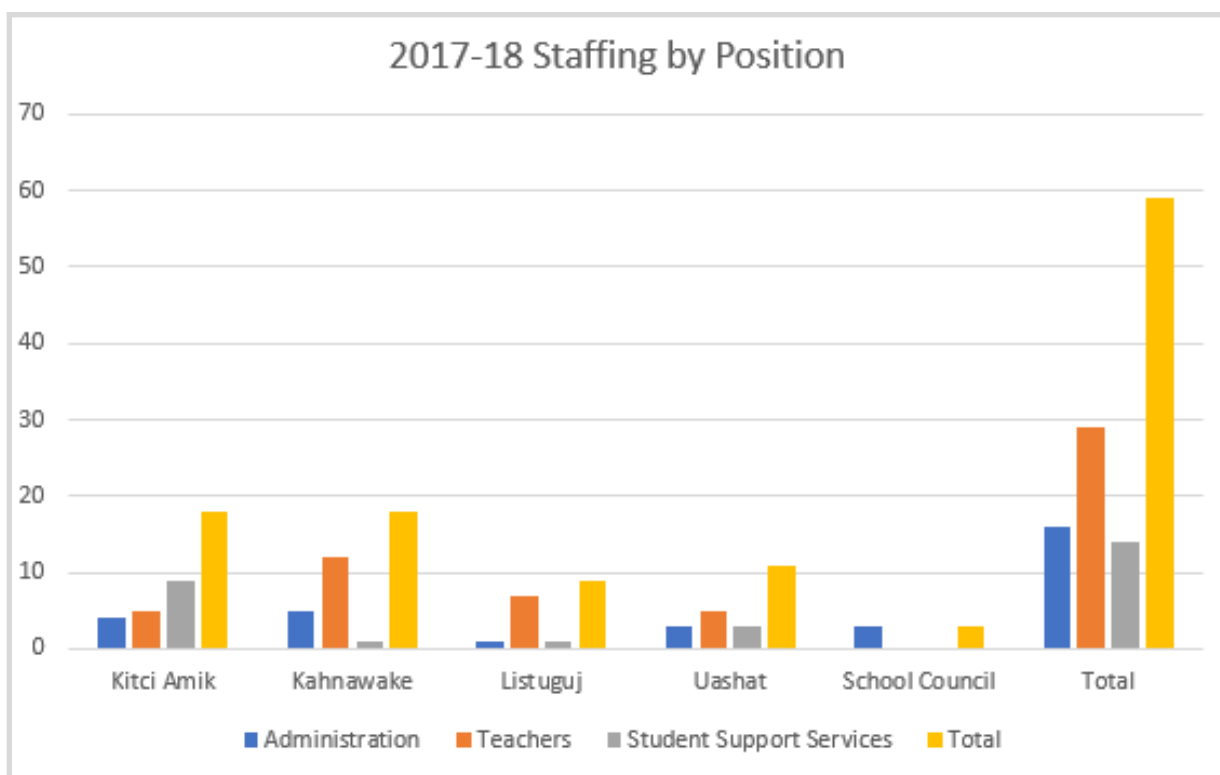
Table 2: 2017-2018 Staffing Analysis of Education Centers



	Total Staff	Part Time Staff	First Nations Staff	Average Teachers' Seniority
Kitci Amik	18	1	5	15 years
Kahnawake	18	6	9	7 years
Listuguj	9	5	7	5 years
Uashat	11	3	5	12 years
School Council	3	1	2	
Total	59	16	28	

Employees — cont'd

Table 3: 2017-2018 Staffing by Position

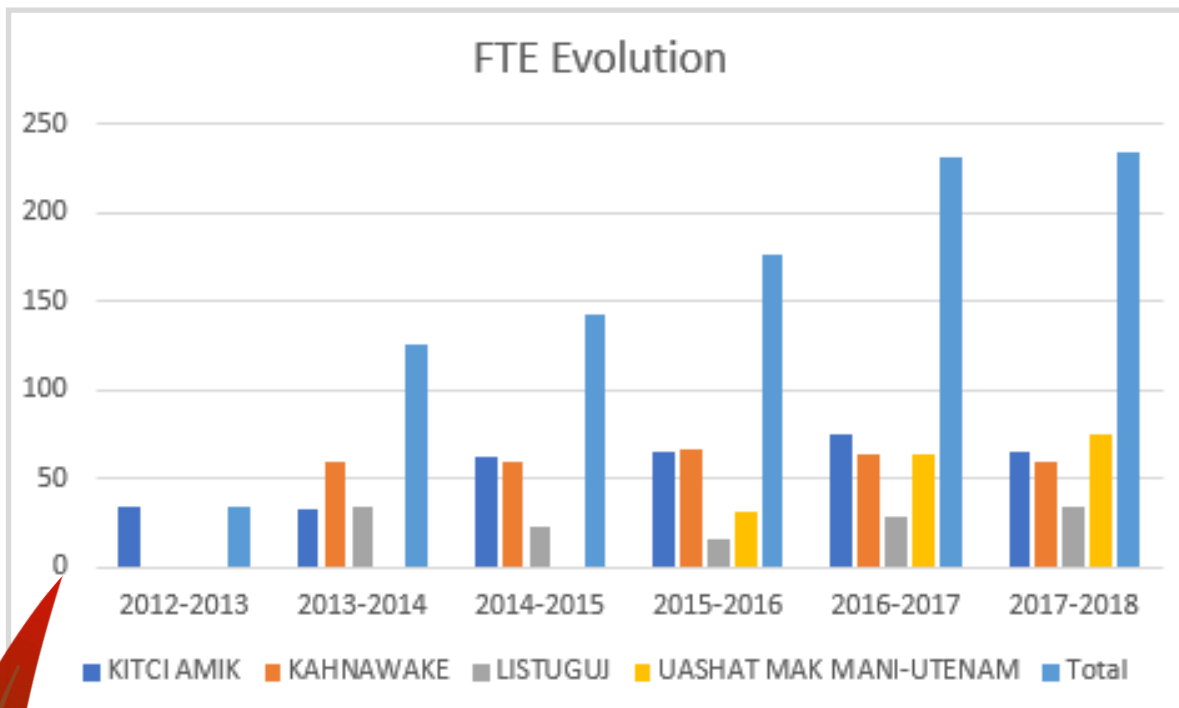


	Administra- tion	Teachers	Student Support Services	Total
Kitci Amik	4	5	9	18
Kahnawake	5	12	1	18
Listuguj	1	7	1	9
Uashat	3	5	3	11
School Council	3	0	0	3
Total	16	29	14	59

Students Registered

In general adult education, one adult learner does not produce one full time equivalent as is the case in the youth sector. It takes, on average, three students to complete 900 hours of study, which translates to one full time equivalent (FTE). Table 4, below, presents the evolution of FTEs since the opening of the first center in 2012. The number of FTEs is dependent upon the number of students present.

Table 4: Evolution of FTEs since 2012



Students

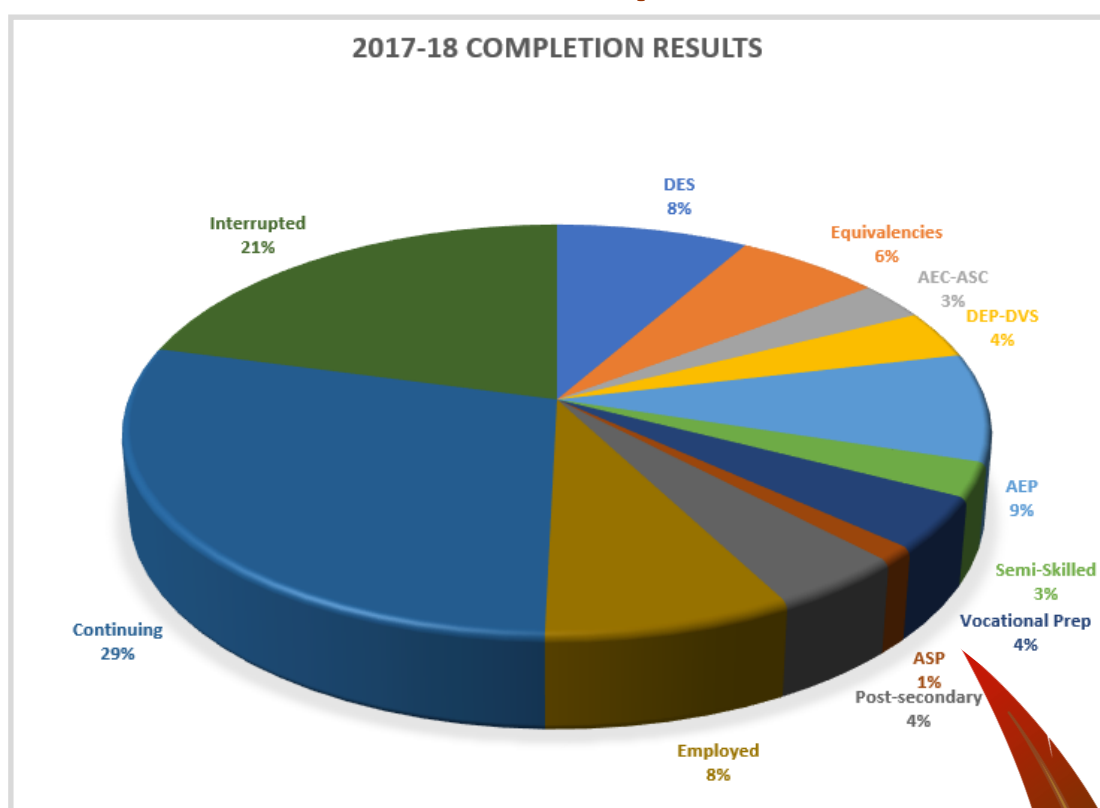
Registered — cont'd

Tables 5 and 6 highlight the completion results for the past year. Half of the students registered are continuing their path towards attaining their educational objectives. 14.6% have completed their DES and equivalencies. 16.4% of adult learners are either preparing or enrolled in a vocational training. 11.1% are enrolled in post-secondary courses.

Table 5:
2017-18 Follow-Up

Follow-Up	Total
DES	64
Equivalencies	49
AEC-ASC	23
DEP-DVS	29
AEP	66
Semi-Skilled	21
Vocational Prep	32
ASP	9
Post-secondary	34
Employed	63
Continuing	223
Interrupted	161
Total	774

Table 6: 2017-18 Completion Results



Students

2017-2018

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

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

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

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



Regional Adult Education Centers (RAEC)



Kitci Amik RAEC

The Kitci Amik RAEC set up more than twenty different programs in 2017-2018. These courses allowed several students to graduate or continue their schooling with a total of 71 FTEs for this period.

General Education for Adults

In 2017-2018 a minimum of 160 students attended the Kitci Amik RAEC. These 160 students were distributed at Lac Simon and the Val d'Or Pavilion.



Opening of the Val-d'Or Pavilion

In August 2017, the Val-d'Or Pavilion opened at the Cégep de l'Abitibi Témiscamingue. More than 40 adult learners have attended our classes.

Kebawoek Project

The project started in April 2018 with eight participants. The students obtained a diploma in semi-specialized training in Camp Assistant and in French level 3 or 4. The project ended in November 2018.

ACS Housing

In 2017, the first cohort of eight students ended. We started the second cohort with 12 participants.

Vocational Training Diploma in Secretarial Studies

End of training in June 2018 with 11 students.

Vocational Training Diploma in Diamond Drilling

The training started in January 2017 and ended in July 2018. There were 15 participants in total and 10 graduated.

ACS in Management in First Nations Administration

The training began in April 2017 and ended in May 2018 with seven graduates.

ACS in First Nations Accounting

The training began in January 2018 with 11 students. The end is scheduled for July 2019.

Ôdacié

70 skills assessments were conducted in 2017-2018.

Conferences on the Aboriginal Reality

In 2017-2018, three conferences were held for companies in the region.

Kitci Amik

RAEC — cont'd

Semi-Skilled Trades Training

21 students have been or are currently in training and two have obtained employment as a result of their internships.

DES -6

There were 23 registrations in 2017 and 10 in 2018.

Anicinabe Language

28 students followed this training in 2017 and 26 in 2018.

Anicinabe Culture

In 2017, 28 students followed this training.

Wedi

The training took place in May and June 2018 with six participants (three at the Val d'Or Pavilion and three at Lac Simon).

Accompaniment

More than a hundred students are accompanied at the Kitci Amik RAEC each year. The most frequent types of services offered are psychosocial and follow-up for training and semi-skilled trades.

Creation of the Recycling Project

Since December 2017, the Kitci Amik RAEC team has set up an electronic equipment recycling training course.

Francisation

We had one group in Val-d'Or and another one in Kebawoek.



Recognition of Acquired Competencies

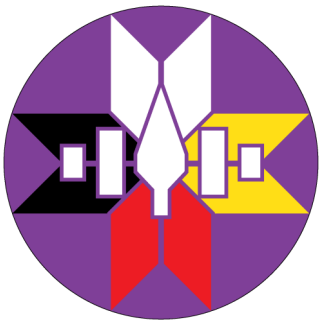
Five people have completed recognition of acquired competencies.

GDT

Several tests have been done.

Community and Compensatory Work

Six participants completed their community service program.



Kahnawake RAEC

In this past academic year, the Kahnawake RAEC has provided service to 280 adult learners in its primary location in Kahnawake, and through satellite services in Kanesatake, Waseskun and St. Constant. A total of 33 graduates celebrated their accomplishments at the annual graduation ceremonies held in November 2018. These successes are greatly due to student desires to carry out life plans, and dedicated staff who adapt their teaching to each and everyone's learning style.

Throughout this year, the Kahnawake RAEC maintained its programming at Waseskun Healing Center located north of Rawdon, Quebec. This center is licensed under Corrections Canada as a detention center for First Nation men. This year, we are proud to announce that two individuals concluded their studies and received their certificates. In addition, the RAEC engaged in providing Entrepreneurship training to a group of 12 Indigenous detainees at the Archambault detention center in Ste-Anne-des-Plaines. The success of this first cohort has opened the door to discussions of extending services within this institution, as well as others under Corrections Canada.

The RAEC continued to partner with Jute & Cie, an insertion enterprise located in St. Constant, Quebec. Teachers from the RAEC provide part time academic upgrading to assist their clients in obtaining their diplomas or certificates, which led to their employability once their six-month work stages were complete.

The RAEC expanded its services to its classroom situated in the Kanesatake Human Resource Office (KHRO) in Kanesatake, Quebec. The efforts of students and support of staff met with much success, and three individuals received their high school diplomas.

The Kahnawake RAEC focused much of its energies this year in meeting the demands of the labour market. This year, the RAEC hosted a preparation course for a second cohort of Ironworking students. In partnership with the Centre de Formation des métiers de l'Acier, Tewatohnhi'saktha and the Kahnawake Labour Office, 22 students were sent to complete their DEP in Montage structural et architectural, leading to an 89% employment integration.



Construction remains an important area of work for Kahnawakeron:on. As such the RAEC began offering services to assist in the employment of members in the construction field, by offering a 4 day intensive ASP construction course. The success of the first course has led to a plan for regular offering of the course throughout the upcoming academic year.

Kahnawake

RAEC — cont'd

In response to community needs, the RAEC also helped to create and host two programs to improve the quality of child care in the community. The first was the completion of a first cohort in Early Childhood Education, leading to an attestation of collegial studies (AEC) from Champlain College St. Lambert. The program was delivered on site at the RAEC in Kahnawake, resulting in 16 graduates; 14 are presently working in the field, one went on to further studies and one chose not to seek employment in this area. The success and demands for additional care workers in the community led to host a second cohort, which is scheduled to end in December of 2018.

In complement to this, the RAEC hosted a Birth Doula program. In partnership with Doula Canada, 15 community women followed 400 hours of training to become certified Doulas, with special focus on First Nations and Haudonosaunee traditions and values. The success of this program allows for the revitalization of the “auntie” role within the community, assisting mothers in self-care, improving rates of uncomplicated birth and post-partum care.



The Three Sisters Garden

Over the past three years, the Kahnawake RAEC has been actively involved in projects related to food security and sustainability. Gardens adorn the back of the center, students work in the community garden throughout the summer, participate in the harvest, tend to chickens, raise rabbits for food and grow leafy vegetables and herbs through hydroponics. The efforts of the adult learners and the employees were rewarded this year, as the center won the EdCan Ken Spencer Award for Innovative Teaching and Learning.

The Kahnawake RAEC, students and teachers continue to stay involved in community events, such as the annual cleanup, the Orange Shirt Day, and learning about land-based skills, like timber framing. Their requests continue to keep us actively learning with them, and we are very grateful and proud to be part of their learning journey.



Orange Shirt Day



Listuguj RAEC

The Listuguj Center has now been offering services to Listuguj community members and surrounding areas for six academic calendar years. The FNRAEC Listuguj has clientele from Listuguj as well as from neighboring communities.

Throughout the years, our teachers and especially our students have encountered many challenges with the current Quebec adult education system and how it is made to be delivered to obtain a secondary V diploma.

Gesgapegiag's Center officially opened its doors on September 6, 2016 and this report makes this the second year in operation with the support of Listuguj. FNRAEC Gesgapegiag has a wide variety of clientele, new, returning and some ready to leave, all are from Gesgapegiag and again we had 2 successful Graduates. The schedule included Options 1, Options 2, French, Mi'gmaq Language, Mi'gmaq Baskets, as well as Mi'gmaq Culture that teaching the World View.

The school year started in July 2017 with students working in various organizations as part of their class schedule for 8 weeks for career exploration. The students spend 25 hours a week with an employer based on their individual action plans and received credits for their time spent volunteering their time. The usual employers included the Early Childhood Day Care Centre, Summer Cultural Camp, Literacy Camp, GHRDC operations, Mi'gmaq Cultural and Mi'gmaq Traditional Medicine Curriculum Development with Botanist and Elders.

Additionally, with the Pre-Employment Support Program through Gesgapegiag Human Resource Development Commission, a basic cooking class was offered to the students with a goal of increasing better meal planning and reducing take out. The instructor, all of the groceries, equipment and material was funded by GHRDC.

Challenges

Mi'gmaq Language VS Quebec French language requirements

The preservation and revitalization of the Mi'gmaq language and culture is considered a top priority for our Communities and our Centers. It's important for our First Nations adult learners to be given the opportunity to choose a language when it comes to their compulsory language credits and for one of their choices to be their mother tongue, the Mi'gmaq language.

The Mi'gmaq language is the first language of Mi'gma'gi, spoken by our ancestors over 13,000 years, long before the arrival of Europeans in our territory. Our language defines our worldview as a distinct people, the Mi'gmaq Nation, and contains the knowledge of our history, culture, and traditional ways of life. Unfortunately, the Mi'gmaq language has been under attack by outside forces since the arrival of Europeans within this territory. The last residential school closed in 1996, leaving in its wake a legacy of physical, mental, sexual, and emotional abuse, causing generational after-effects that still persist to this day. The strength and survival of the Mi'gmaq language depends upon our daily use of it within Mi'gmaq communities and in every aspect of our lives throughout Mi'gma'gi.

Listuguj

RAEC — cont'd

Indeed, a national survey conducted by the Assembly of First Nations in 1992 showed that only four out of the 16 remaining Native languages in Canada (Cree, Inuktitut, Dakota, and Ojibwa) have any real chance of surviving the next century. Mi'gmaq is one of many Native languages destined to become extinct within the next twenty years unless something drastic is done soon!

Therefore, it is with great concern that as we have witnessed and are aware that most of our adult learners are having great difficulty with the compulsory secondary French language courses. Most of FNRAEC Listuguj's adult learners' first language is Mi'gmaq and for others, it is English.

Since Listuguj currently does not have a high school within its community and is located on the border of Quebec and New Brunswick, our students attend the English high school in Campbellton, NB (Sugarloaf Senior High), which requires them to take either a French language course or a Mi'gmaq language course. Thus, Listuguj high school students in Campbellton have the option of choosing either Mi'gmaq or French for their required language course, where both options receive equal credit towards their high school diploma. Quebec's education system does not value our language in comparison to New Brunswick Schools, sending mixed messages to our youth and adult learners.

With this being said, we attest and reiterate the importance for our First Nations adult learners to be given the same opportunity to have a choice of two languages to meet their compulsory language requirement, with one of their language choices being their mother tongue, the Mi'gmaq language. It's important to us to make our center reflective of our language, culture, and traditions. Our center currently provides Mi'gmaq language courses, however, they are credited using local codes, as opposed to compulsory language credits.

As part of the FNAESC structure, the center located in the community of Gesgapegiag is part of the Listuguj RAEC, therefore considered a satellite center. The center officially opened its doors in September 2016 and offers the same type of courses that are available in Listuguj. Indeed, Gesgapegiag's clientele will also benefit from having the Mi'gmaq language as a choice for their compulsory language credits, as the majority of their adult learner's first language is also Mi'gmaq or English. It would also benefit all RAEC's within the school council to have their own Indigenous languages credited as their compulsory language credits.

The FNRAEC Listuguj has requested that the MEES recognize the Mi'gmaq Language as being an equivalent option to the French language, with respect to compulsory language credits. The FNAESC through resolution #2017-12-05 has stated its intended support. To date, and to our knowledge, there has been no forward movement actions taken on the part of the MEES or the FNAESC, to meet our demands.

Listuguj

RAEC — cont'd

Upon fulfillment of this request, we anticipate higher student enrollment and attendance, as well as an increase in their self-esteem and sense of identity as Mi'gmaq people, both in the Listuguj and Gesgapegiag centers.

We expect that in the near future we receive the necessary support regarding this very important issue through the MEES and FNAESC, so that we can ensure the success of future adult learners in Listuguj and Gesgapegiag, as well as supporting our efforts to restore and revitalize our mother tongue within the communities.

Quebec's current evaluations and exams

One of the greatest challenges we face is the current evaluation and exam model. It is not fair, or conducive to the environment we've created at our centres. We should not expect our students to write an exam that is so disconnected from their culture, community, and life experiences.

A standardized exam is not conducive to the approach we aim to take in our classrooms. The fact that 100% of their final grade is taken from the exam puts so much emphasis solely on the exam. It creates a prioritization of the exam resulting in the course work and supplemental activities having no value.

Our students are adults and their needs are different than those in primary or secondary school. Their want is to complete their Secondary V diploma as quickly as they can. Many of them have families at home and therefore, they do have to prioritise their assignments. They are very selfaware and understand fully how they are graded. They understand where their final grade comes from and we cannot fault them for asking to prepare solely for the exam. This concerns us deeply as educators, because there is too much emphasis on the final result and not enough on the sum of its parts.

We want our students to read Indigenous literature, to examine themes and metaphors that they see reflected in their everyday lives. We want them to find role models within our communities, and to write and tell stories and fully explore their imaginations.

We do not want them to worry about completing an exam in three hours. We do not want them to feel like the exam is the most important step in their learning journey. And yet, this is ultimately the message they are receiving from Quebec's colonial education system.

They are very aware that 100% of their final grade comes from their exam. How can we change that? Why do our teachers not have flexibility in how their students are graded? The exams do not evaluate a student's growth or creativity. Are these not important things we should be looking at when evaluating their individual learning journey?

Listuguj

RAEC — cont'd

The content of the exams are also a significant challenge that we face. As we move forward as a nation, we are always working towards indigenizing our methods, classroom environments, and of course, our content. The English exams, in particular, do not reflect our current vision. As we continue to indigenize our own classroom's content, we really feel a great disconnect with content on the exams. These exams lack representation. It is disappointing when you work very hard to encourage your students to seek out and take pride in Mi'gmaq and Indigenous representation in the arts, and then have to give them an exam that centres on non-native stories, usually set in an urban area. This is not their reality. This is not something the majority of them can connect or identify with. What we should be doing is working together to create evaluations that are relevant to our culture, our values, and our environment.

Some of you might be thinking, "The exams are created to evaluate the student's skill sets and the content should not matter." But it does matter. Representation is key and it should apply to all parts of the courses they are taking, including the exam. There is a disconnect that is felt between the content of the course and of the exam. Our students have already honed in on this. There is no longer a place in education for these colonial methods of evaluation derived from the industrial period. We propose that we work together to create new means for evaluating our students. We have so many community members who could provide some fantastic insight and ideas into how we can create creative, engaging, and relevant ways to evaluate and mark the progress of our student's learning journey.

The FNRAEC Gesgapegiag is truly improving each and every year with support and a dedicated team, we have two More High School Graduates in Gesgapegiag, one moved onto Post Secondary College through the Pre-Employment Support Program with GHRDC and the other moved on to Employment.

The retention rate for students attending has been higher this year than previous years. This is as a result of the change to cross-curricular methods of instruction. The Students confidence have increased to the point they volunteer in the community and have again created another election of a Student Chief and Council Body to create activities and they feel part of a community within their life at adult education. We have raised their expectations of themselves and each other.

Conclusion

The Adult Education Centers' staff maintain focused on the Adult Learners, despite the challenges with the current non-indigenous education systems in place. Staff participate in continues training, workshops and skills-development to ensure the indigenization of our education systems. With the Adult Learner being the priority for our centers, our communities and our communities' leadership, we are confident that student successes will continue.

Listuguj

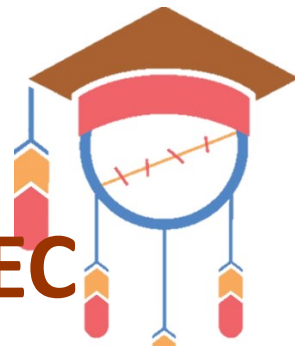
RAEC — cont'd

Special Projects

- Incentives in the form of gift cards were purchased for participation prizes, door prizes and monthly encouragement to encourage participation from various local dealers;
- Students participated in workshops with the Mental Health Working Group to gain a better understanding of what are the mental health issues and to be more sensitive to those around them, additionally more emphasis was placed on demystifying the topic and workshops were held by the Canadian Mental Health Association;
- Launched “Not Myself” Campaign as one of Quebec’s companies launched awareness of employers stepping up and working together to tackle the mental health crisis. Not Myself Today is based on the insight that every one of us has had days when we do not feel like ourselves and most of us learn or are told to suppress these feelings
- Promotional Pad Folio and bags were purchased and was given to all the students to contain all their documents in one place when presenting themselves for interviews as another form of incentives;
- In partnership with GHRDC Pre-Employment Support Program, 12 students were ready to take their Class 5 Drivers licence;
- GHRDC Career Counselor organized with Routec 132 Inc. to have the clients registered for their drivers course in the community;
- All the students received their Attestation en Hygiène et Salubrité Alimentaires with the Ministère de l’Agriculture des Pêcheries et de l’Alimentation for Food Handling & Safety;
- All the students participated in the Meet the author, Daniel Paul which encourages self-identity and Migmag history with students from Wejgwapniag School and community members, all got a signed copy of the 3rd Edition of “We Were Not the Savages”;
- 10 students received Certificate Secouriste en Milieu de Travail with the CNEEST for Chain Saw Safety Course in preparation for forestry management as a pre-requisite for the Basket Course in Adult Education
- All students received Certificate Secouriste en Milieu de Travail with the CNEEST for Secourisme en Cardio-Secours /DEA / CNEEST A+ for First Aid & CPR;
- Attended Gesgapegiag Human Resource Development Commission and Listuguj Mi’gmaq Development Centre’s Annual Career Fairs;
- All the students attended the Cultural Sensitivity Workshop with Amik Inc. to help create dialogue and understanding of protocols and traditions in Indigenous communities.



Uashat mak Mani-Utenam RAEC



We started the school year with an interim management and a move to our new premises. We now have seven classrooms in Uashat and one classroom in Maliotenam. Our student capacity increased from 75 to 116 students.

This move allowed us to hire new staff during the summer. We went from six to 11 employees.

- o Secretary
- o Professional Training Coordinator
- o Social Worker
- o School and Professional Information Advisor
- o English Teacher



During this same period, we had the joy of concluding agreements for our first vocational training diploma with several partners. This was done in collaboration with the Rives du Saguenay School Board. In September, we started the Wildlife Protection Exploitation program with 16 students to conclude the year with 15 graduates. This program gave us a lot of visibility in the media (four radio interviews and two newspaper articles, two television reports and two reports on the CBC website). We also presented a workshop during the Seminar on Perseverance in Native Schools. The peculiarity of this program was four trips onto the territory with master trainers of the Innu nation to transmit elements of the Innu culture. The training ended with an internship in Haida Gwaii.

We have ensured the continuity of general education for adults with the current trainings:

- o Preparatory services for secondary education
- o Secondary Cycle One
- o Secondary Cycle Two
- o Prerequisite for college and vocational training
- o TDG test
- o ASP Training
- o We structured distance learning

We continued the implementation of the pedagogical renewal in Secondary 4 and 5. During the year we had 195 registrations of which 115 were active students throughout the year (100 in general education and 15 in vocational training).

Uashat mak Mani-Utenam

RAEC — cont'd



We had the joy of having six graduates in general education. We must say that the increase in our clientele was mostly at the lower secondary level. This year we added French workshops to increase success in all areas. We know that French is the language of instruction so an improvement in the level of French will lead to improvement in other subjects as well.

As a special event, we had the visit of Mr. Stanley Vollant who testified about his educational path. We also held social activities celebrating Valentine's Day, Halloween and two galas of end of the academic year: one for the vocational training and another for general education.



For our educational material, we purchased 20 tablets and 20 laptops; with these purchases we can offer the computer option.

At the administrative level we developed our operating structure for better team work (operating protocol). In our policies we have developed the following:

- Examination policy
- Lateness policy
- Better structure the task of each

In conclusion we can say that the center's growth has put us in reaction mode instead of action. The next challenge will be to stabilize the operation of the center with the promotion of the center in other communities and continue to develop the operating protocol for better teamwork.



Regional Projects

Regional Projects

The FNAESC supported several regional special projects in 2017-2018. Regional projects, coordinated by the FNAESC may involve one or more RAEC and often involve several partners. The FNAESC does not offer direct services to students and must necessarily partner with a RAEC for the delivery of services. As a support center for all RAECs, the FNAESC often plays a coordination role in regional projects and will apply for additional funding to support the implementation of special projects. In 2017-2018, the new FNAESC Business Services branch started offering training, consulting and research and development services to communities, First Nations organizations and other external partners. The influx of additional funds will enable the FNAESC to increase budgets for student services and activities at each of the RAECs as well as demonstrate appreciation to the staff at the RAECs for their dedication to our students.

New in 2017-2018



Indigenizing Champlain Saint-Lambert

In collaboration with the Kahnawake RAEC, the FNAESC, through its business services branch, has been supporting Champlain Saint-Lambert navigate their commitment to Truth and Reconciliation through training and the innovative student ambassador's program. The first phase of this project saw the designation of four student ambassadors, the monthly presence of a staff member from the FNAESC and the creation of a dedicated space for Indigenous students at Champlain. More than 30 teachers from various departments participated in a cultural sensitivity training. The FNAESC gifted Champlain with art work for their Indigenous resource room.

Regional Projects

— cont'd

Community of Practice in Housing (CoPH)



The FNHRDCQ sought to transfer this project to an Indigenous organization in education. The FNAESC had the honour of being the chosen organization. The Community of Practice in Housing is closely linked to the Attestation of Collegial Studies in Housing Management. Funded by ISC and CMHC, the CoPH offers all those contributing to First Nations housing to share best practices and work together to building capacity among

First Nations housing agents and managers across the province. An annual gathering for the CoPH was held in Quebec City and more than 35 individuals involved in housing participated, shared and grew together. The CoPH Coordinator continues to support sharing on the virtual platform (Workplace) dedicated to the CoPH as well as the website developed for the Community of Practice in Housing, www.coph.ca.



Entrepreneurship Incubator

The FNAESC worked with the CRISPESH in collaboration with the FNHRDCQ to bring partners together, including the FNEDCQL, to examine the needs in relation to a First Nations Entrepreneurship Incubator. The results of the survey done in Listuguj, Kahnawake, Uashat mak Mani-Utenam and Val d'Or will be available in the fall 2018. The results will determine the next steps. A video about the incubator is available on the First Nations Business Incubator Facebook page.



Regional Projects

— cont'd

The Attestation in Collegial Studies in Housing Management



Thanks to funding from ISC and in collaboration with the Kitci Amik RAEC, the FNAESC is able to provide individualized and personalized support services to students completing an online housing management program. The program is offered through Cégep Garneau, who received special funding from the MEES for our students. The funding received also enables the FNAESC to

offer in person meetings for students to get to know each other, their teachers and the support staff. Thanks to the dedicated team of the FNHRDCQ, the housing management training program became a reality that led to the start of the first cohort in 2016. The eight graduates proudly stood on the stage during the AFN's Housing Conference in October 2017 to receive their certificates. The second cohort began in November 2017 with 12 students from three different First Nations communities in Quebec.



Bill 70 Committee

The provincial government implemented a new program for first time social assistance recipients that the federal government wished to adapt to the needs of First Nations communities in Quebec. The FNAESC was invited to participate in the discussions as training and upgrading are essential elements in this new program. The FNAESC also had the opportunity, through its business services branch, to provide a report on the application of the bill within communities, based on existing resources.

Negotiation of New Agreement

The FNAESC negotiated a new agreement with our main funder, the MEES, in 2017-2018. It is the first time a three-year agreement is signed for the operations and educational services at the four RAECs and satellite centers. The new agreement allows centers to increase support services to students three-fold, obtain specific funding for literacy projects as well as vocational training projects. In addition, special funding for pedagogical services was included in this agreement that will come to an end in March 2021.

Regional Projects

— cont'd

Training: How to Deal with Clients in Crisis

As part of their Focus project, the FNHRDCQ requested an adaptation of an existing training program to better meet the needs of employment agents who face clients in crisis or have difficult behaviours. Though the FNAESC business services branch, the “How to Deal with



Clients in Crisis” train the trainer program was developed for the FNHRDCQ and the training program was offered to employment agents from 29 communities and 4 service centers at the March 2018 regional meeting.

Provincial Round Table on the Educational Success of Indigenous Students

In last year’s annual report, the FNAESC described its participation in the public consultations held by the provincial government. One of the recommendations that emerged from the consultations was the creation of an Indigenous committee to work with the provincial ministry of education to better meet the needs of Indigenous students in the province. The result is the Provincial Round Table on the Educational Success of Indigenous Students which brings together various Indigenous organizations in education, provincial organizations serving Indigenous students and the ministry of education. This year, the Table decided on its mandate, reviewed the new provincial policy on student success, the MEES measures under the Government Action Plan for the Social and Cultural Development of the First Nations and Inuit and the Strategy from Birth to Age 8.

Presentations

In an ongoing effort to inform partners about the FNAESC as well as increase understanding about the cultural realities of the communities served by the FNAESC, several invitations to present were accepted. Among them, a presentation to Anglophone School Boards across the province was given during the annual PROCEDE conference. This special presentation, held on traditional Abenaki territory, was supported by the kind, knowledgeable and generous Alexis Wawanoloath, a former trustee of the FNAESC.

Regional Projects

— cont'd

Support Projects at the RAECs

In addition to the aforementioned projects, the FNAESC is proud to support the individual RAECs in the coordination and implementation of different projects. Among these projects are:

- o Kanesatake Satellite Adult Education Committee
- o DVS in Horticulture in Listuguj
- o DVS Iron Working in Kahnawake
- o CFMA in Francization in Kebaowek
- o DVS in PETF in Uashat
- o Pedagogical development with Équipe Choc for the English-speaking RAECs
- o Procedural manual for administrative team in Kahnawake
- o ASP 30 Certification in Kahnawake



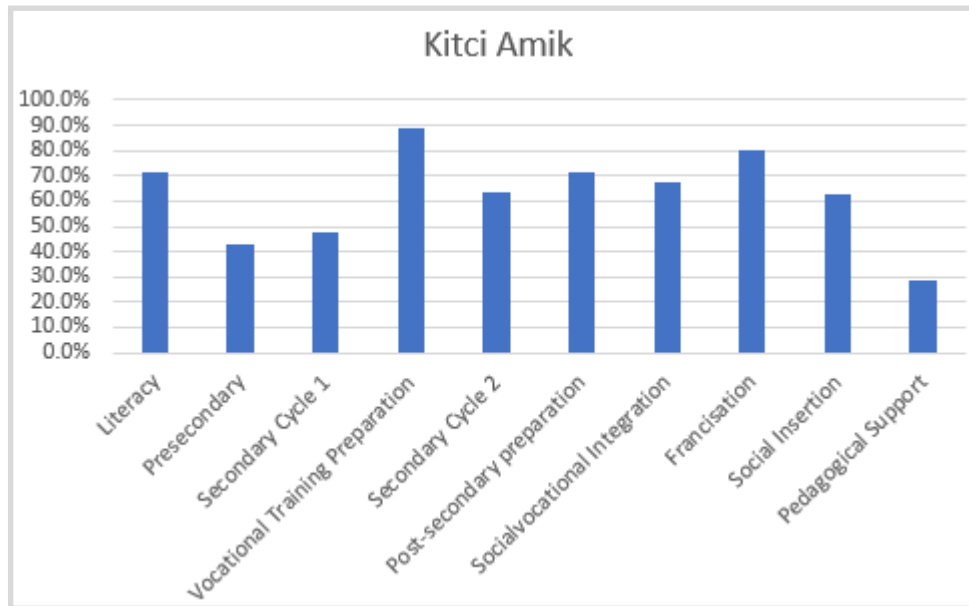


RAEC Results

Kitci Amik RAEC

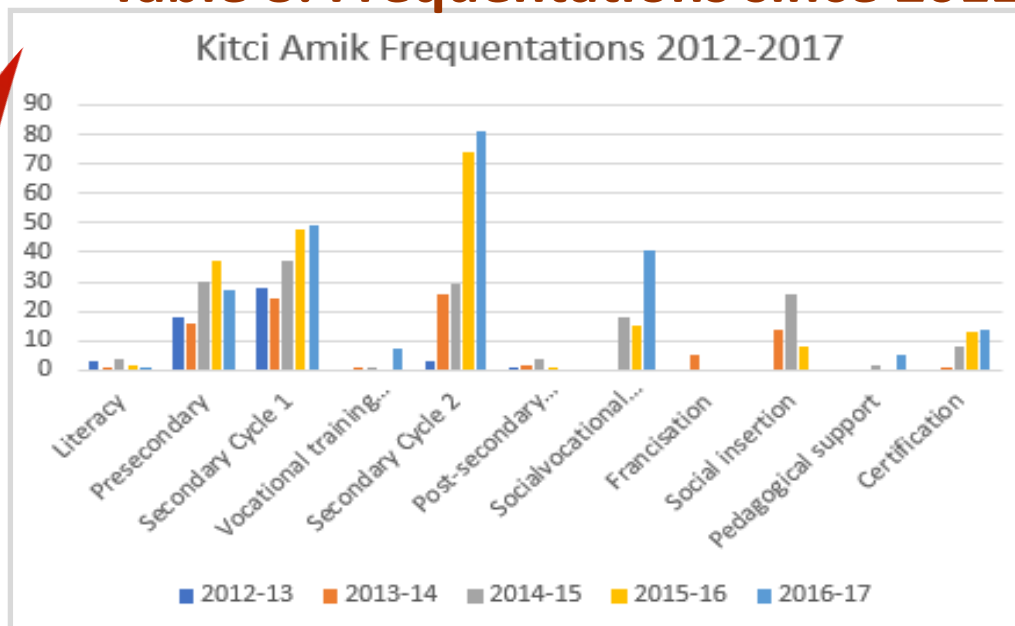
Results

Table 7: 2017-18 Success Rates



The Kitci Amik RAEC has shown steady growth in frequentations since opening in 2012-2013, with a 14% increase since 2015-16. Last year, it was the first year Secondary Cycle 2 frequentations out-weighted the Secondary Cycle 1 and Presecondary frequentations combined. 20% of frequentations are linked to Sociocultural Integration with an overall success rate of 67.1%.

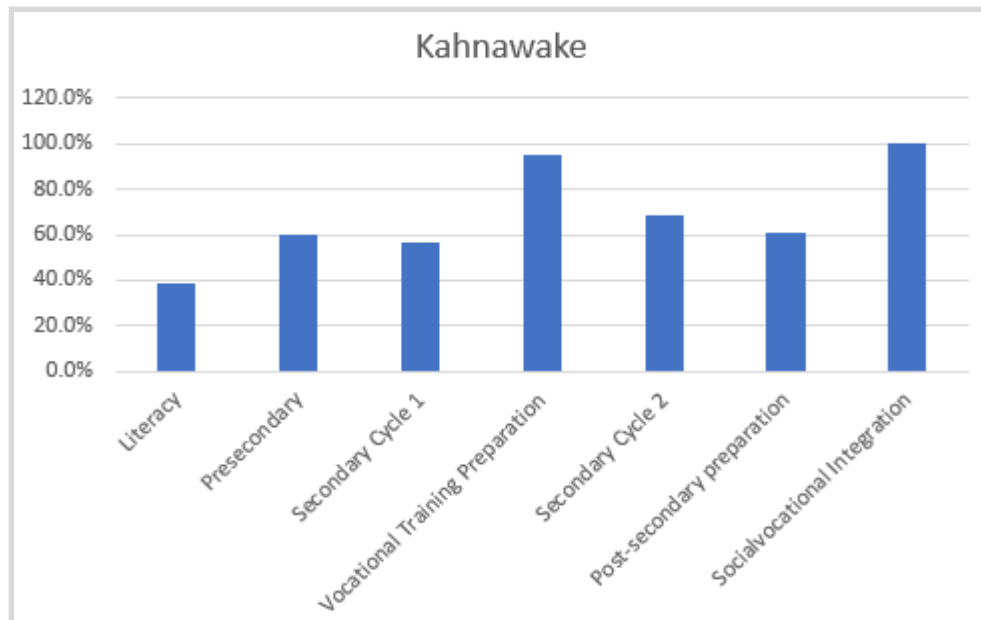
Table 8: Frequentations since 2012



Kahnawake RAEC

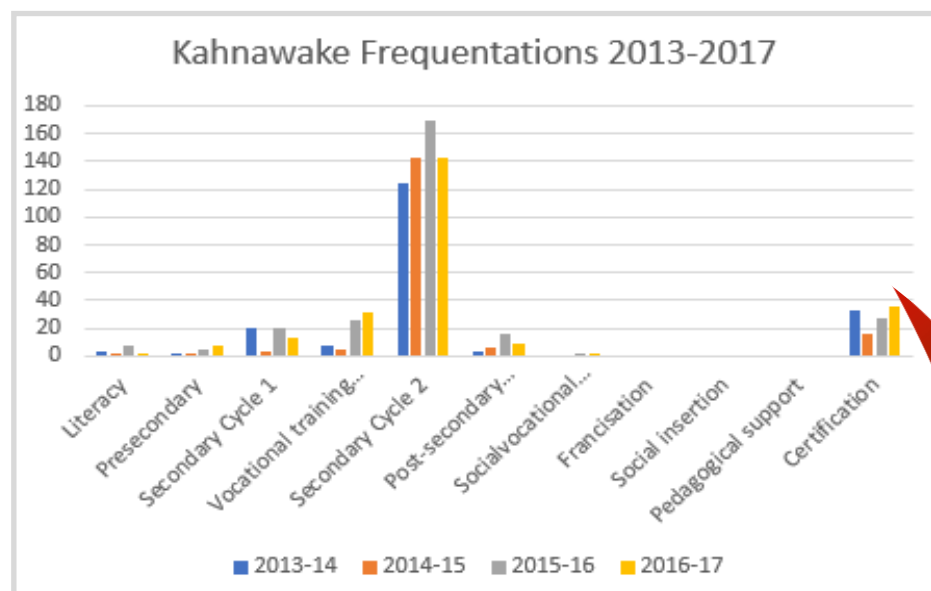
Results

Table 9: 2017-18 Success Rates



The majority of the Kahnawake RAEC's frequentations are from the Secondary Cycle 2 with 75% over time. The Vocational Training Preparation frequentations have increased in the last couple of years, as evident with the iron working vocational cohorts being offered. 68.3% of Secondary Cycle 2 students attain their objectives since the Center opened in 2013-14.

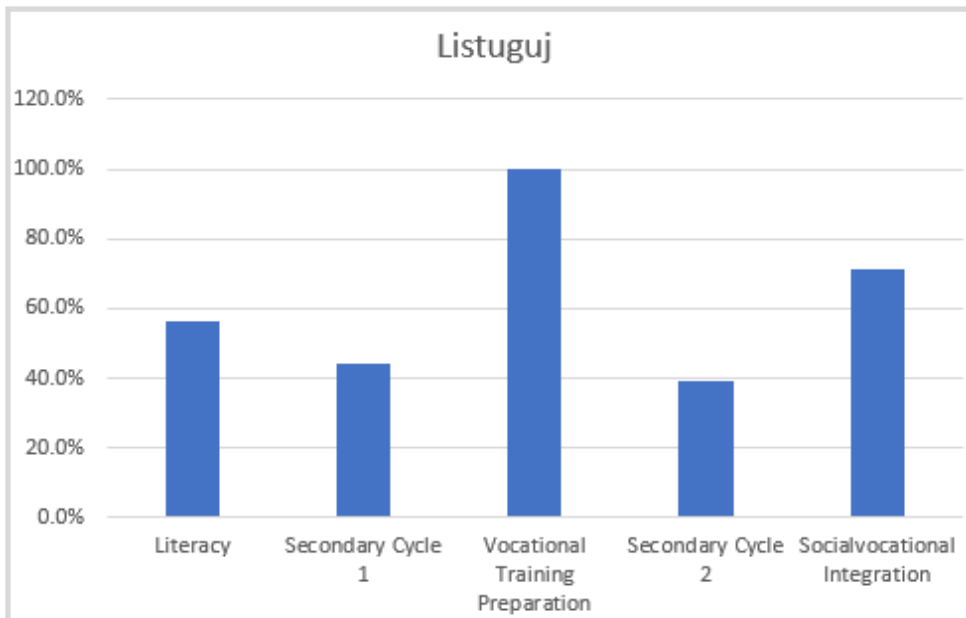
Table 10: Frequentations since 2013



Listuguj RAEC

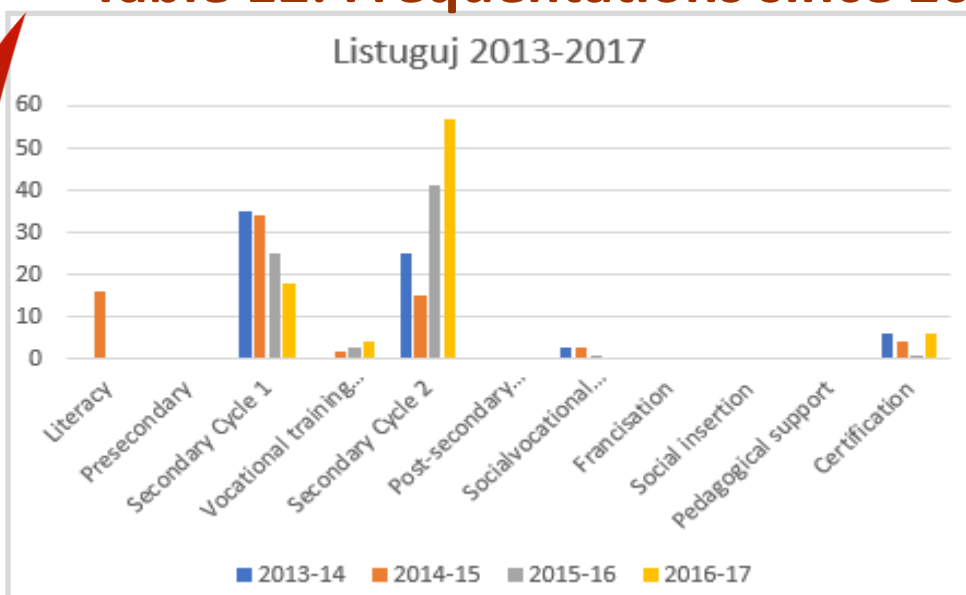
Results

Table 11: 2017-18 Success Rates



The Listuguj RAEC's Secondary Cycle 2 frequentations have increased significantly over the last two years, as adult education services are now being offered in the community of Gesgapegiag. 89% of all students registered over the years, have either been a Secondary Cycle 1 or 2. Students registered in Vocational Training Preparation continue to have a 100% success rate.

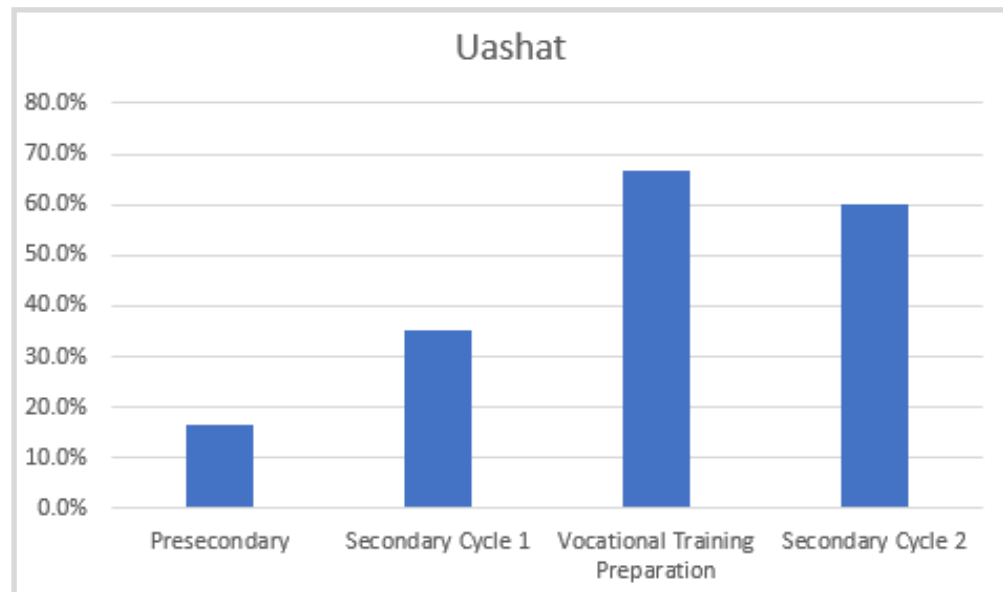
Table 12: Frequentations since 2013



Uashat mak Mani-Utenam

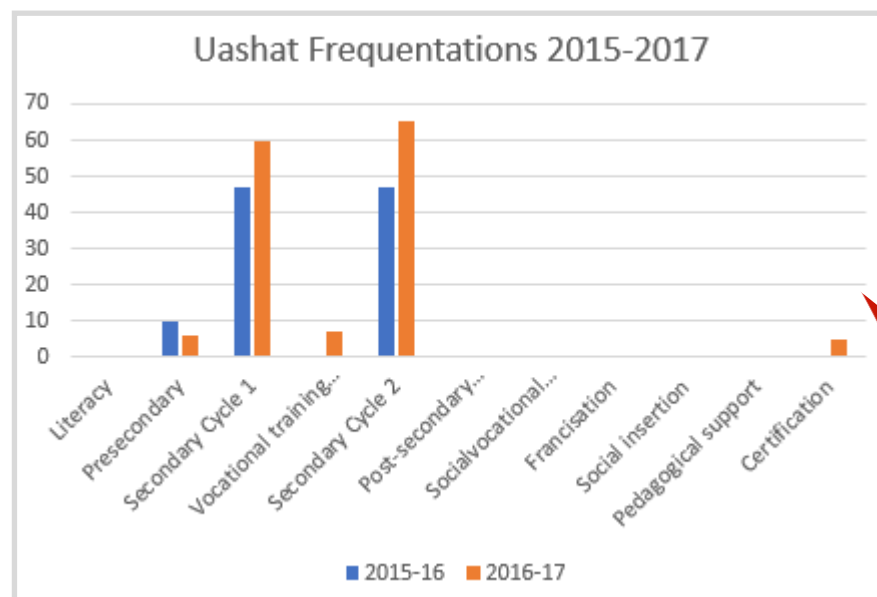
RAEC Results

Table 13: 2017-18 Success Rates



The Uashat mak Mani-Utenam RAEC has shown a significant increase in frequentations since last year, as the Center moved into its new locale. The ratio of frequentations has been evenly split between Secondary Cycle 1 and 2 frequentations for students registered over the last two years. 60% of Secondary Cycle 2 registered students attain their objectives since inception.

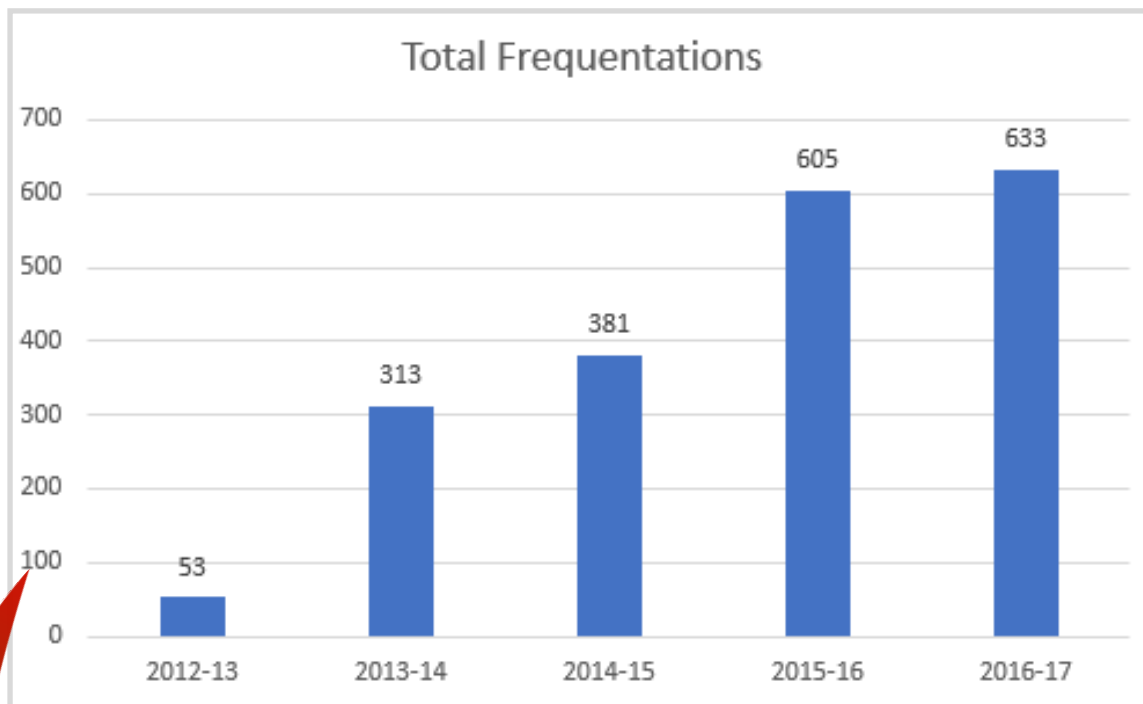
Table 14: Frequentations since 2015



Overall Portrait

Table 15 provides a comparison of frequentations over time, since the opening of the Kitci Amik RAEC in 2012-13, to the addition of the fourth Center, Uashat mak Mani-Utenam RAEC in 2015-16. The significant increase in frequentations over the last two years is not only attributable to the Uashat mak Mani-Utenam RAEC, but also due to the adult education satellite service offerings in the communities of Val d'Or, Gesgapegiag and Kanesatake. Secondary Cycle 2 frequentations are the majority in frequentations over the years. The noticeable increase in Vocational Training Preparation frequentations is due to each RAEC'S partnerships with school boards in implementing and delivering various vocational trainings.

Table 15: Total Frequentations





Audited Financial Statements

Financial Statements

First Nations Adults Education Trust I Statement of Operations For the year ended March 31, 2018

	<i>Schedules</i>	2018 Budget	2018	2017
Revenue				
Ministère de l'Éducation et de l'Enseignement supérieur		2,600,000	2,600,000	2,600,000
Indigenous and Northern Affairs Canada		1,192,572	1,192,572	953,405
Canada Mortgage and Housing Corporation		80,000	80,000	-
FNHRDCQ		28,900	51,308	20,000
Champlain Regional College		11,000	11,000	-
Emploi Québec		77,550	30,900	86,940
Commission Scolaire des Rives-du-Saguenay		-	32,000	-
Société du Plan Nord		100,000	27,561	-
Kanesatake Education Center		-	20,000	-
Centre de formation des métiers de l'acier		-	7,950	-
Martin Family Initiative		-	5,000	-
Ministry of Education		-	-	31,218
Deferred revenue - prior year		364,479	364,479	55,889
Deferred revenue - current year		-	-	(364,479)
Repayment of government funding		-	-	(19,834)
		4,454,501	4,422,770	3,363,139
Program expenses				
Ministère de l'Éducation et de l'Enseignement supérieur	2	2,112,000	2,085,401	1,695,271
Indigenous and Northern Affairs Canada	3	873,334	873,334	806,667
Champlain	4	139,238	139,238	146,738
Garneau	5	280,000	302,408	36,139
Protection and Exploitation of Wildlife Territories	6	58,000	58,461	-
Business services	7	39,900	39,900	-
Commission Scolaire	8	-	64,950	-
New Horizons	9	-	-	19,750
Mining Essentials	10	-	-	98,324
Capital	12	-	2,535	3,196
Total expenditures (Schedule 1)		3,502,472	3,566,227	2,806,085
Surplus before allocations to regional adult education centers		952,029	856,543	557,054
Allocations to regional adult education centers		(832,479)	(952,597)	(560,250)
Deficit		119,550	(96,054)	(3,196)

Financial Statements

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**First Nations Adults
Education Trust I**
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2018

	<i>2018 Budget</i>	<i>2018</i>	<i>2017</i>
Expenses by object			
Accommodations and training materials	-	-	33,760
Administration	10,000	10,000	19,871
Amortization	-	2,535	3,196
Bank charges and interest	15,000	12,169	13,902
Computer expense	-	-	12,250
Curriculum delivery	139,238	139,238	163,091
Evaluation and assessment	-	-	7,000
Furniture and equipment	20,000	20,236	19,675
Insurance	11,000	11,415	10,186
Office supplies	6,000	3,013	3,921
Professional fees	50,000	33,657	54,494
Program expense	201,600	195,194	-
Recruitment	8,000	7,432	1,247
Salaries and benefits	2,976,954	3,049,397	2,396,290
Telephone	1,680	2,100	1,680
Training	3,000	1,212	2,835
Translation	15,000	15,971	14,552
Travel	45,000	62,658	48,135
	3,502,472	3,566,227	2,806,085

In memory of Kevin John Papatie

Kevin John was a founding Trustee of the First Nations Adult Education School Council in 2012, and returned to serve in 2016, until his untimely passing in 2018.



His beautiful smile and positive outlook will be greatly missed by all those of us who had the pleasure of crossing his path. The First Nations Adult Education School Council, in collaboration with the Kitci Amik RQEC, will create a bursary in his honour. This annual bursary will be allocated to a member of the Lac Simon community.



**Les Savoirs guident nos Nations
Knowledge guides our Nations**