



***FNAESC***

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***FIRST NATIONS ADULT  
EDUCATION SCHOOL  
COUNCIL***

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***STRATEGIC PLAN 2016-  
2020***

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The FNAESC Strategic Plan was developed by the FNAESC's Strategic Planning Committee in consultation with the four Regional Adult Education Centers (RAECs) and the 29 communities of the First Nations Human Resources Development Commission of Québec.

Consultations took place from May 2015 until June 2016 and were held in the communities of Kahnawake, Listuguj, Lac Simon and Uashat mak Mani-Utenam as well as online.

This document can also be found online at [www.conseilscolaire-schoolcouncil.com](http://www.conseilscolaire-schoolcouncil.com)

## A Word from the President

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It is with great pleasure we present this strategic plan designed with the First Nations adult learners in mind. The plan will serve as a guide for the actions of the First Nations Adult Education School Council over the course of the next four years.

Success, vision, development and support are the main words emerging from the essential elements of this strategic plan. The plan was developed in close collaboration with the members of the First Nations Adult Education School Council, the four Regional Adult Education Centers, including staff and students, and the regional table of the First Nations Human Resources Development Commission of Quebec.

This document presents the strategic planning process used to gather information from the aforementioned members, as well as the main elements which emerged from the process which led to the development of this plan.

The document begins with a brief background description of adult education in First Nations communities, followed by a review of the mission, vision and values of the FNAESC. There is a section devoted to the main orientations of the strategic plan and one to partnerships. Partnerships are essential to the success of adult education and training in First Nations communities throughout this province. The strategic plan ends with a detailed description of the objectives for the next four years and final thoughts to conclude the strategic plan document.

It is with great pride and humility that we commit to meeting the objectives set forth in this strategic plan. Through these ambitious objectives, we seek to reduce the educational gap which continues to plague the Indigenous peoples of this land while we improve the employment outcomes of the people we serve. It is only possible through working together while maintaining a common vision for adult education that we will succeed.

In peace and friendship,

A handwritten signature in black ink, appearing to read 'Ralph Cleary', written in a cursive style.

Ralph Cleary

President of the First Nations Adult Education School Council



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## Background

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In 2006, during the Socioeconomic Forum in Mashteuiatsh, Quebec, the Government of Quebec committed to supporting the development of adult education in First Nations communities in Quebec, in collaboration with the Government of Canada.

The 29 communities of the First Nations Human Resources Development Commission of Quebec (FNHRDCQ) had clearly indicated that many of their resources were being spent, not on providing training towards employment for their clients, but rather on providing basic high school upgrading skills. Clients were coming to them without the required prerequisites to enter into training or to enter the work force. Together, these 29 communities, supported by a conclusive study on the need to offer culturally adapted adult education services, requested that we negotiate with the provincial government to obtain these culturally adapted adult education services. They decided the timing was impeccable, and these concerns were then brought to the attention of the Government of Québec at the 2006 forum.

From 2006 to 2011, the FNHRDCQ, mandated by its 29 communities, worked diligently to establish a school council, as per the commitments of the Government of Quebec in 2006. This council would serve as the support structure to implement adult education services at two regional centers, one offering services in French and the other in English.

After several years of discussions and negotiations, research and complementary studies, supported by, among others, the Huron-Wendat Development Center, the first regional adult education center (RAEC) opened its doors in the Anishnabe community of Lac Simon in 2012. Since then, the First Nations Adult Education School Council (FNAESC) has supported the opening of three other RAECs: in Kahnawake, Listuguj and, most recently, Uashat mak Mani-Utenam.

The governing body of the FNAESC is composed of nine trustees, emanating from the communities and regional organizations, who work together to ensure the mission of the organization is achieved. The trustees recently mandated management to prepare a strategic plan to guide the development of adult education services over the course of the next four years. One Trustee proposed the consultation process, as well as a timeline. As a result, the strategic planning committee, composed of the FNAESC Executive Director, each of the RAEC Directors, the FNAESC CFO and a designated Trustee began the consultation process to ensure the new strategic plan was a collaborative endeavour reflecting the needs, thoughts, and vision of the individuals working directly with the students as well as the students themselves.



## Our Mission

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

## Our Vision

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Adult learners will gain the knowledge, skills and abilities required for their academic and personal success in order to continue their studies or enter the labour market. They will possess the traditional and contemporary knowledge required for social contribution, political involvement, health and wellness and their economic prosperity, in a holistic manner.

## Our Values

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Rigor  
Professionalism  
Quality

Organizational values:

Equality and respect  
Efficiency  
Collegiality  
Flexibility  
Openness

## Main Orientations of the Strategic Plan

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### **DEVELOP A COMMON VISION FOR ADULT EDUCATION**

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

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

### **INCREASE STUDENT SUCCESS**

### **EXPAND AND DEVELOP ADULT EDUCATION SERVICES IN COMMUNITIES**

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

## Partnerships

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Each of the aforementioned orientations requires the collaboration of various partners in the education sector, in the training and employment sector, in governments, including the Governments of Quebec, Canada and First Nations governments, as well as the students themselves.

The main partners are involved with the FNAESC. All members of the FNAESC participated in the strategic planning process and will continue to ensure the implementation of the vision of the FNAESC through the strategic plan to be implemented from 2016-2020.

Partnerships must endure in order to ensure the development of a common vision for adult education throughout the province while continuing to ensure student success and expanding the mandate to continue to offer culturally appropriate educational services throughout the province.

The Trustees and Partners are:



The **First Nations Human Resources Development Commission of Quebec** who appoints three trustees to the FNAESC and whose executive director is always the president of the FNAESC. The first trustee represents the 29 communities of the FNHRDCQ regional table. The second represents the executive committee of the FNHRDCQ while the third one represents the regional office of the FNHRDCQ.

The **Tshakapesh Institute**, one of two regional organizations in education, appoints one trustee to the FNAESC. The trustee, appointed by the board of directors, ensures the adult educational needs of the eight Innu communities are also taken into account. In addition, the educational and cultural expertise of Tshakapesh serves the FNAESC well.



Each of the host communities is a partner and assigns a trustee to the FNAESC. Currently, there are four such trustees, one representing each of the following communities:

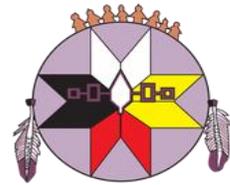


The Lac Simon Anishnabe Nation Council which supported the development of the Kitci Amik RAEC.

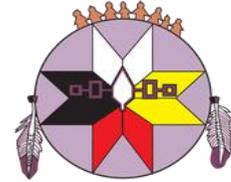




The Mohawk Council of Kahnawake delegated Tewatohnhi'saktha, the Kahnawake Economic Development Commission, to support the development of the Kahnawake RAEC.



The Listuguj Mi'gmaq Government supported the development of the Listuguj RAEC.



Innu-takuaikan Uashat mak Mani-utenam supported the development of the Uashat mak Mani-Utenam RAEC.



Government partners are also at the FNAESC table and contribute to the development of adult educational services either financially or otherwise. There are representatives from the provincial ministry of education as well as federal partners from Indigenous Affairs as well as economic and social development.

Partnerships with the other regional organization in education will be continue to be solicited as will partnerships with communities who currently do not sit at the FNAESC table.

## Objectives and Actions from 2016 to 2020

Objective	Actions	Indicators of Success
<b>Develop a common vision for adult education</b>	<ul style="list-style-type: none"> <li> Revisit the governance structure of the FNAESC with all partners in order to develop a common vision for adult education throughout the province</li> <li> Ensure that the vision maintains students at the heart of all actions and decisions</li> <li> Offer complementary services with other RAECs for continuing education projects</li> <li> Provide decision-makers with opportunities to better understand the realities in First Nations communities</li> <li> Promote RAECs as they become leaders in First Nations adult education</li> </ul>	<ul style="list-style-type: none"> <li> Within the next two years, there is a common vision for adult education promoted by all partners</li> <li> All decisions taken consider the needs of the learner</li> <li> Each RAEC specializes and offers complementary services to other RAECs</li> <li> Government partners have all completed cultural proficiency training and have visited at least one RAEC</li> </ul>
<b>Increase student success</b>	<ul style="list-style-type: none"> <li> Define success individually for each student</li> <li> Increase educational and psychosocial services available to students</li> <li> Allow for small successes early on to motivate students to persevere</li> <li> Promote equivalencies as a means of success</li> <li> Ensure qualified, culturally proficient teachers are available to support students</li> <li> Connect cultural knowledge and understanding to academic curriculum</li> <li> Offer opportunities for students to spend time learning their culture, history and language</li> </ul>	<ul style="list-style-type: none"> <li> 100% of students registered have an educational plan</li> <li> 60% of students achieve 80% of the goals in their educational plan</li> <li> 20% increase in educational services offered at each RAEC</li> <li> Four RAECs has at least one counselor providing SARCA services and two educators to support students</li> <li> 15% increase in overall attendance</li> <li> 20% increase in number of successes following an equivalency test</li> <li> 80% of all teachers are accredited in Quebec and have completed cultural proficiency training</li> <li> 25% of course material includes indigenous knowledge</li> <li> Four RAECs offer at least one accredited cultural course, one accredited language course</li> </ul>
<b>Expand and develop culturally appropriate adult educational services in communities leading to meaningful employment</b>	<ul style="list-style-type: none"> <li> Continue to ensure the appropriate governance to support the development of RAECs, access to the RAECs for those wishing to register, and adult services in other communities</li> <li> Increase access to vocational training by working with partners to ensure culturally safe learning environments</li> <li> Work with communities to develop adult educational services reflective of the nation where they are located</li> <li> Work with partners in employment and training to improve job skills through training</li> </ul>	<ul style="list-style-type: none"> <li> Four RAECs provide MEES accreditation and adhere to the law on public instruction</li> <li> 25% increase in number of students from different communities accessing services at the RAECs</li> <li> At least four new communities have accredited adult educational services, which reflect the nation</li> <li> Eight formal partnerships are formed with school boards to allow students to succeed in vocational training</li> <li> Number of students entering and succeeding in work force is tracked</li> </ul>

## **Final Thoughts**

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The FNAESC's first strategic plan is an ambitious one wishing to see 60% of students achieve 80% of their educational objectives. By working with partners, the implementation of the strategic plan is possible. The commitment of the RAEC Directors, the FNAESC Trustees and the provincial and federal governments will ensure that each Indigenous student wishing to return to school will have a culturally safe adult education services to help.