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ANNUAL REPORT

FIRST NATIONS ADULT

EDUCATION SCHOOL COUNCIL



01

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02

MISSION

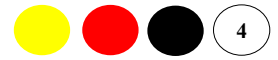
On behalf of the First Nations communities of Quebec and in collaboration with its stakeholders, the mission of the First Nations Adult Education School Council is:

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.



03

MESSAGE FROM THE PRESIDENT & EXECUTIVE DIRECTOR



We respectfully present our 2019-2020 First Nations Adult Education School Council (FNAESC) annual report. Throughout this global shift in society with regards to our environment, allow us to acknowledge the heart, passion, and commitment of our students, as well as the dedicated support from our Regional Adult Education Centers (RAECs), who have all made it possible for us to transition this year to the realities of the Covid-19 pandemic.


The year began with the kick-off of the negotiations process for a new three-year agreement (2021-2023) with our partners, the Ministry of Education (MEES) and Indigenous Services Canada (ISC). The process is inclusive to the mandates of the Assembly of First Nations Quebec-Labrador (AFNQL) as signatory of the agreement. Within the negotiations, we continue to ensure the needs of the RAECs are met with growth in the areas of human resources for specialized, and professional student support. Fundamental changes to the agreement are also prioritized in the preamble which acknowledge a reconciliation to Indigenous People, and the actions of the Commission Viens. The objectives identified by the Provincial Roundtable for the Success of Indigenous Students are also key for continued support of: professional Indigenous competency frameworks, recognition of Indigenous languages, and flexibility to adapt sanctioned courses to our communities' cultures, histories, and realities. This year brought on the opening of a new Kitci-Amik pavilion in the community of Pikogan, and we are pleased to welcome Ms. Lise Kistabish, as a new Trustee appointed by the Conseil de la Nation Abitibiwinini. We look forward to further opportunities in meeting the adult educational needs of other communities too.


Included in this report are our highlights, capsules, RAEC reports, and updates on regional projects. Certainly, with the pandemic, a shift to respecting all protocols with regards to Band Council Covid-19 policies are respected. Priorities shifted to meeting technological, specialized adapted services, mental health, virtual professional development tools, distance learning pedagogy and trainings, to name a few. Communications and meetings via the AFNQL and regional commissions and organizations (ROCs) including community social media sites greatly facilitated the transition throughout the pandemic.

We are pleased to continue supporting the AFNQL with their capacity development initiatives in the housing sector. The grassroots approach undertaken via the Community of Practice in Housing (CoPH) in identifying the training needs has initiated the creation of a Point of Contact in Housing (PoCH) to source, share, and ultimately coordinate the development of certified trainings tailored to the needs, and culture of the communities and Nations. This approach has seen another 9 graduates in the Attestation of Collegial Studies (ACS) for Housing Managers in November 2019, with a 4th cohort which started in February 2020. The pandemic has shifted the attention to ensure safety and well-being, with the deployment of webinars promoting various programs, trainings, and strategies linked to the CoPH.

We would like to thank Mr. Steven Horne, a founding Trustee, for all your years of guidance and support to the mission, vision, and growth of the FNAESC, and also to Ms. Rola Helou, Executive Director, for your leadership and professionalism in administrating the mandates of the FNAESC. A reflection you both fundamentally promote and maintain – we always keep the students at the heart of our decisions.

Thank you,


Susane King, President


Tanu Lusignan, Executive Director

04

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.

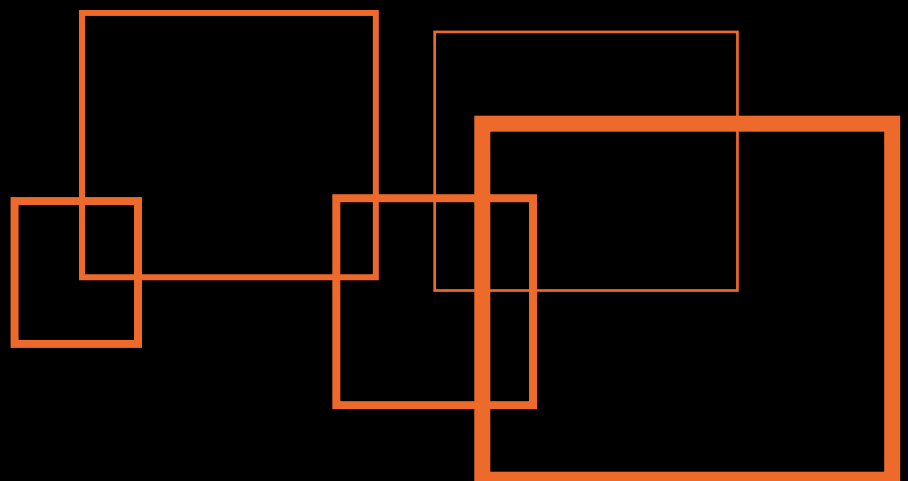
04

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.

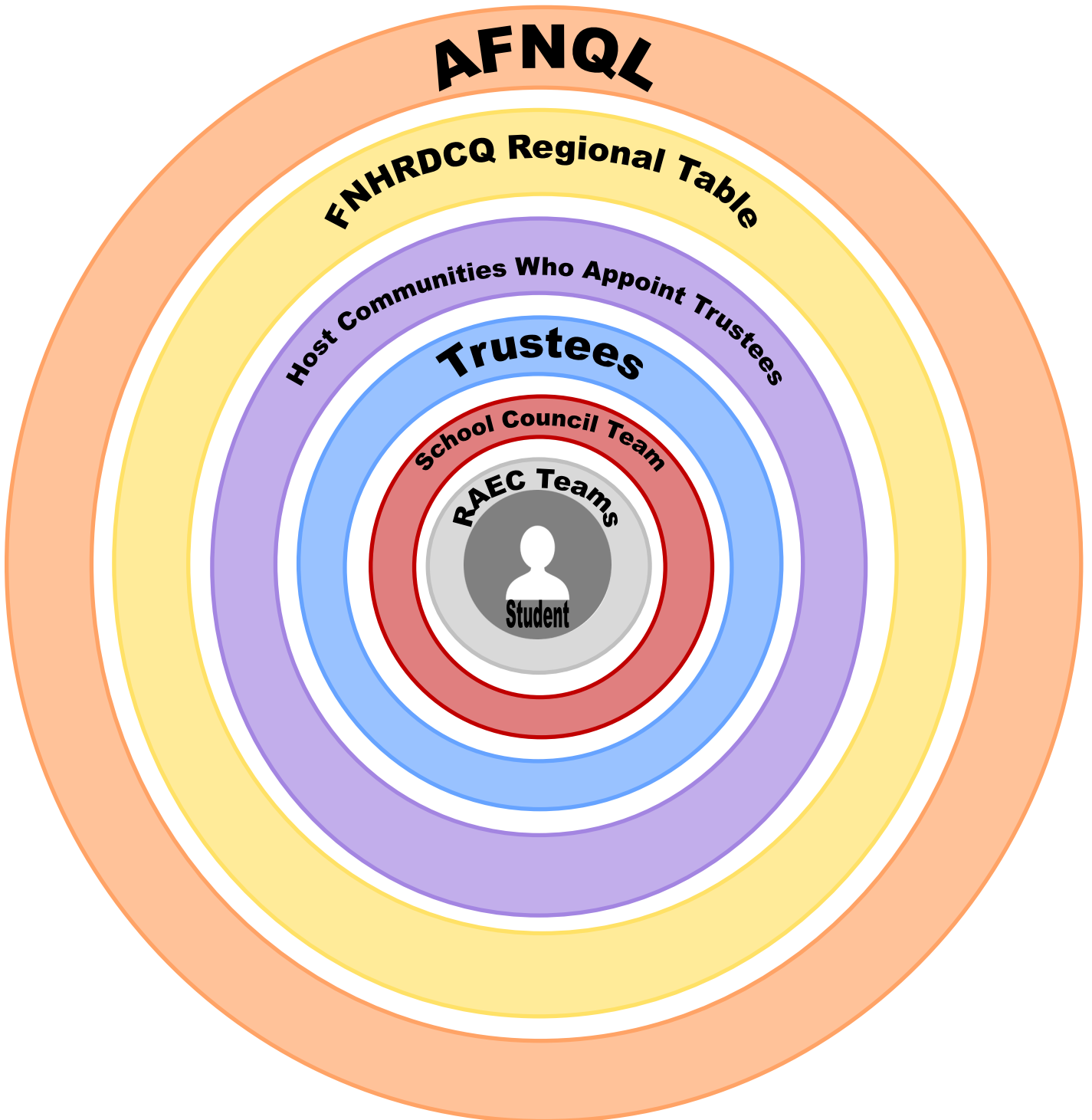
These changes led to a reflection on governance within the FNAESC. This resulted in the addition of Trustees to be appointed by communities receiving services by FNAESC regional adult education centers. The appointment of Trustees by regional organizations also shifted to enable equal consideration for 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.



05

ORGANIGRAMME



06

FNAESC BOARD MEMBERS

Annie Cyr, Trustee

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

Rosalie Sioui, Trustee

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

Bud Morris, Trustee

Appointed by Tawatohni'saktha for Kahnawake

Lise Kistabish, Trustee

Appointed by the Host Community of Pikogan

Vicky Lelièvre, Trustee

Appointed by the Host Community of Uashat mak Mani-Utenam

Michelle Lamouche, Trustee

Appointed by the Host Community of Kanesatake

Pamela Papatie, Trustee

Appointed by the Host Community of Lac Simon

Denis Gros-Louis, Trustee

Appointed by the First Nations Education Council (FNEC)

Marjolaine Tshernish, Trustee

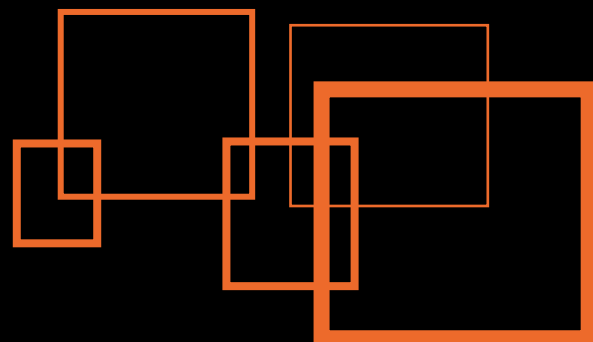
Appointed by the Tshakapesh Institute

Armand Martin, Trustee

Appointed by the Host Community of Gesgapegiag

Jennifer Labillois-Metallic, Trustee

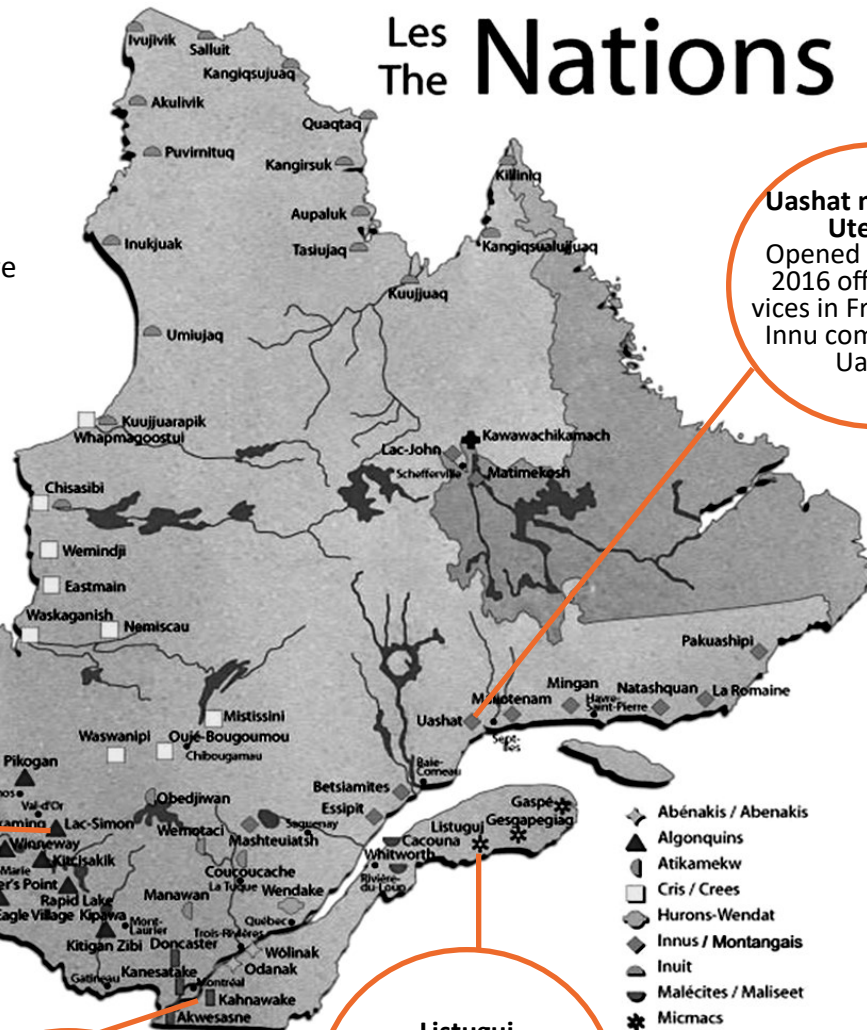
Appointed by the Host Community of Listuguj



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, Uashat mak Mani-Utenam, Kahnawake, Listuguj, Gesgapegiag, Kanesatake and Pikogan.

Les Nations



Uashat mak Mani-Utenam
Opened in January 2016 offering services in French in the Innu community of Uashat

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

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

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

- ◆ Abénakis / Abenakis
- ▲ Algonquins
- ▲ Atikamekw
- Cris / Crees
- ◆ Hurons-Wendat
- ◆ Innus / Montangais
- ▲ Inuit
- ▲ Malécites / Maliseet
- ◆ Micmacs
- ◆ Mohawks
- ◆ Naskapis

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.

08

SATELLITE CENTERS

Les Nations The Nations



09

PORTRAIT OF THE FOUR CENTRES

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

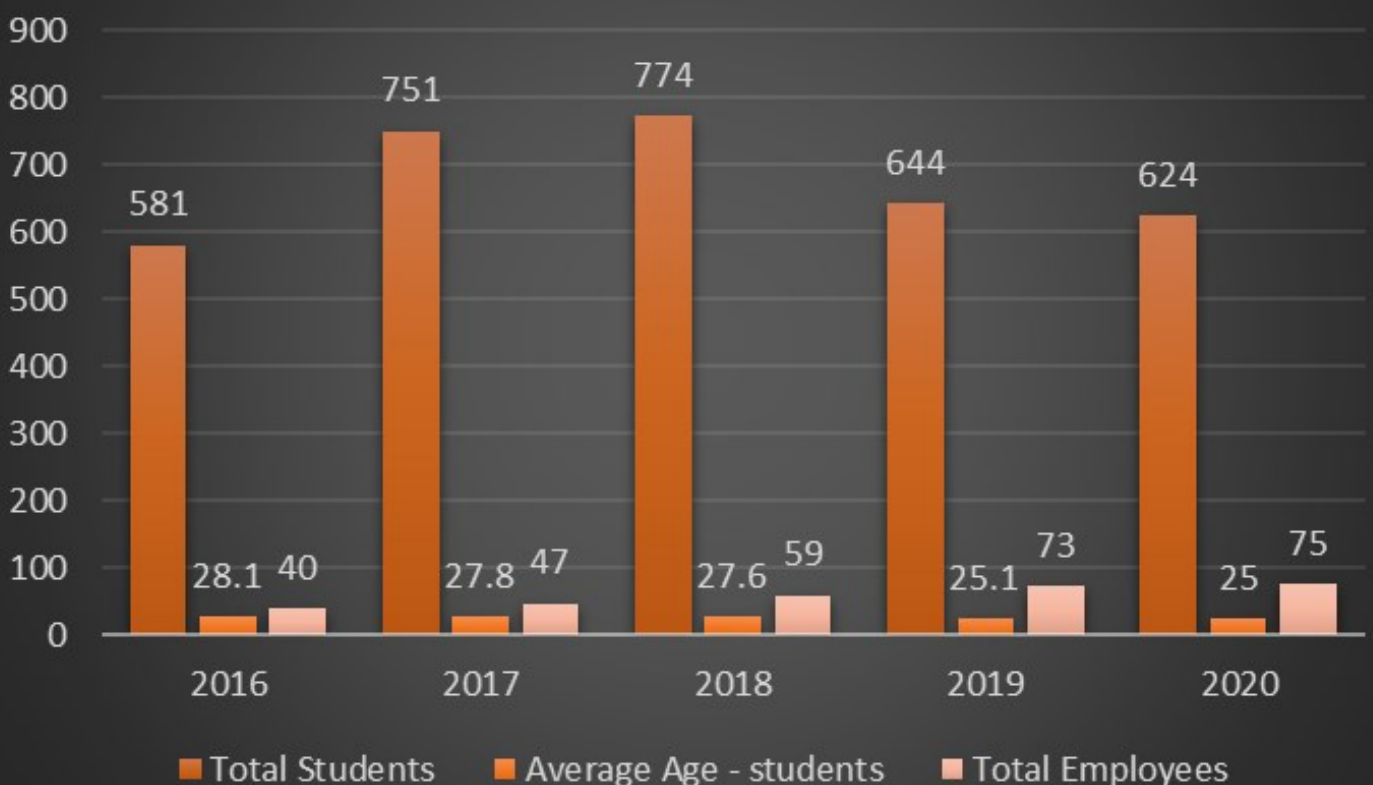
25

Average age of student

624

Total registered students in 2019-2020

Overall Highlights



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EMPLOYEES

\$4.8M

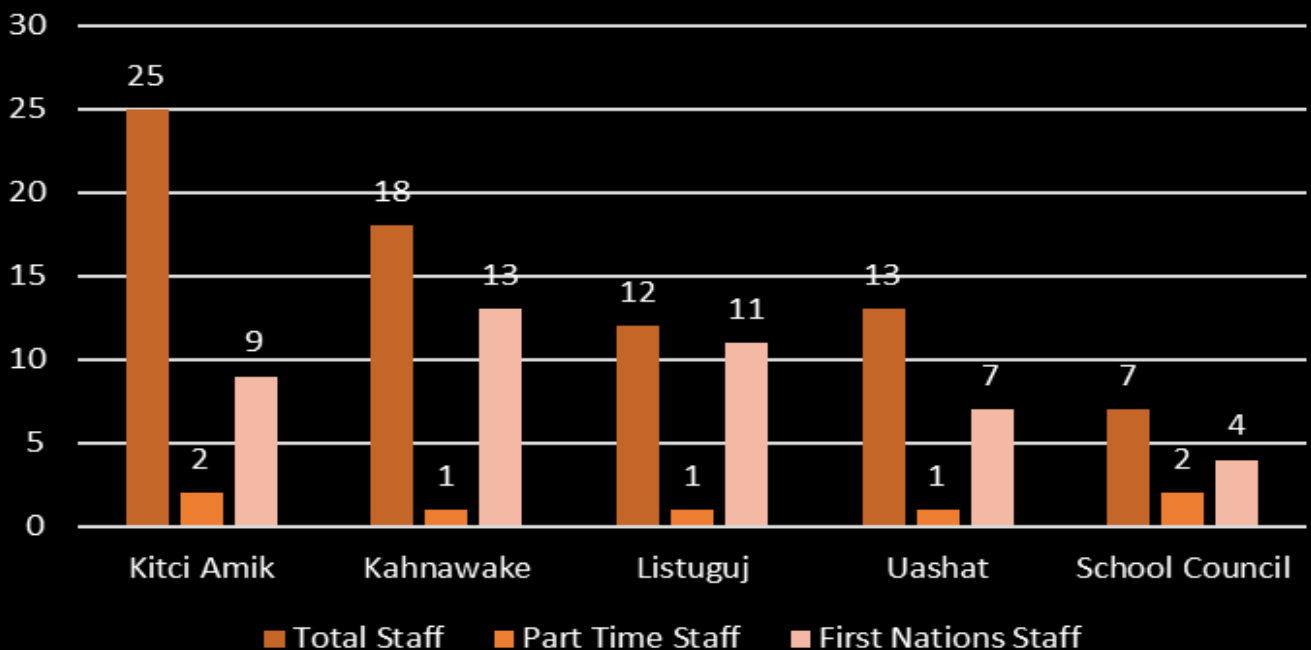
representing 72% of the budget which are human resources expenses

57%

Increase in Indigenous staff since 2018-19

Teachers represent 36% of all staffing positions in 2019-2020

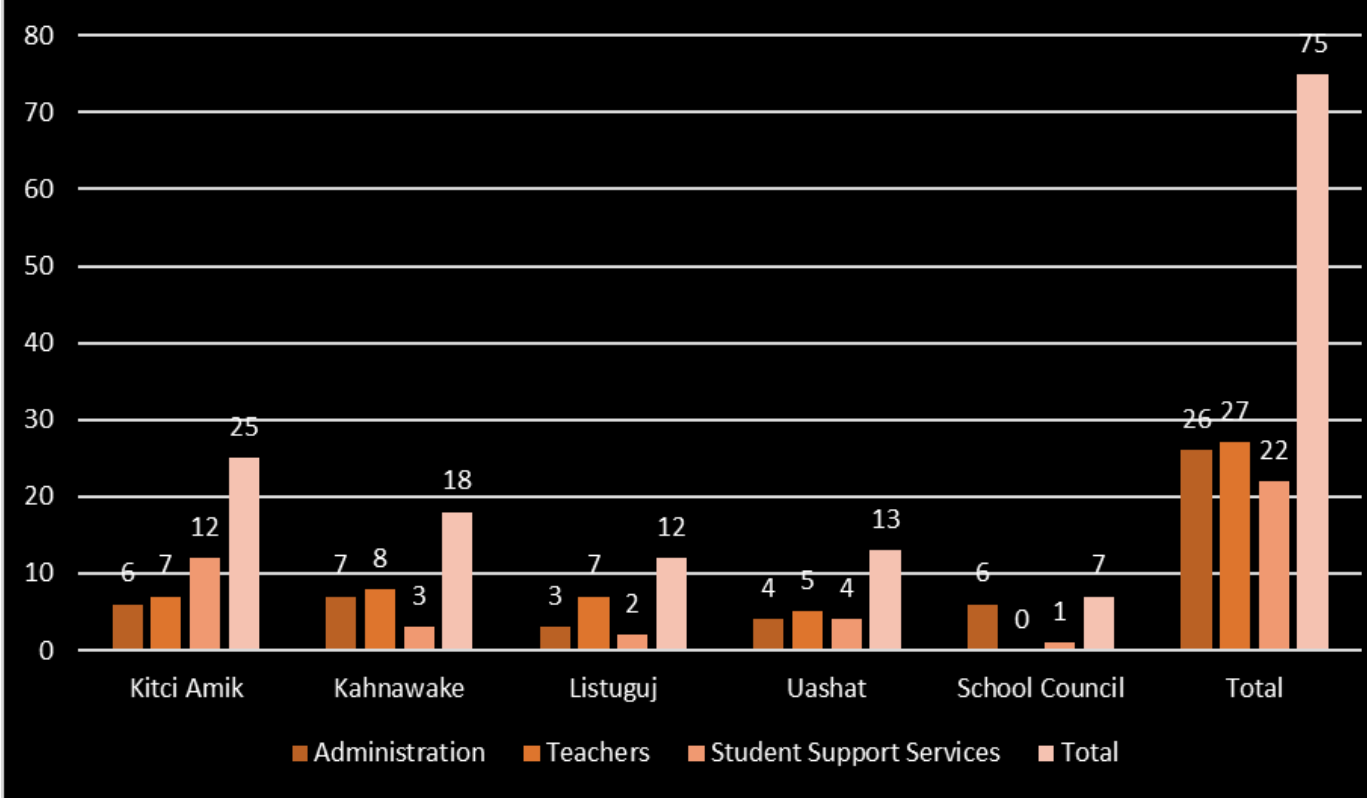
2019-20 Staffing



10

EMPLOYEES (CONT'D)

2019-20 Staffing by Position



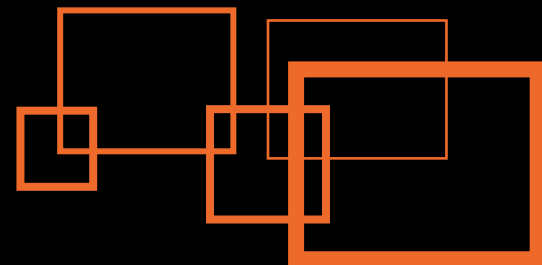
91% of staffing positions are full-time employment in 2019-20

59%

of staffing positions are held by Indigenous staff in 2019-2020

57%

Increase in Student Support Services positions since 2018-19



11

REGISTERED STUDENTS

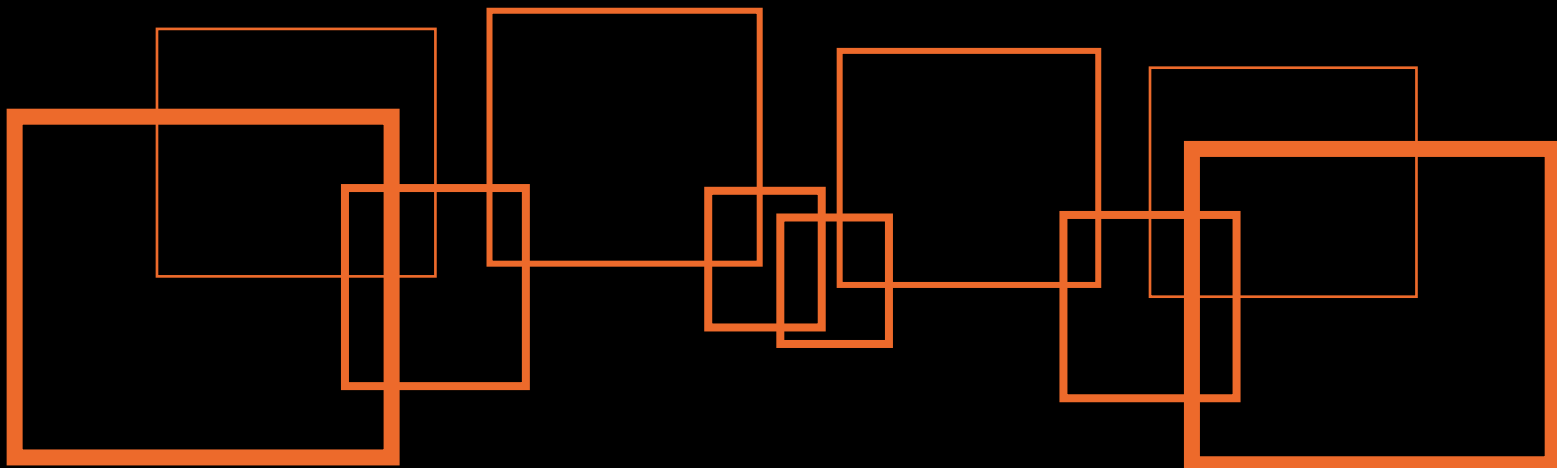
55%

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

30

**First Nations communities
have members registered
in a RAEC in 2019-20**

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).



11

REGISTERED STUDENTS (CONT'D)

20%

Increase in students from Uashat RAEC in 2019-20

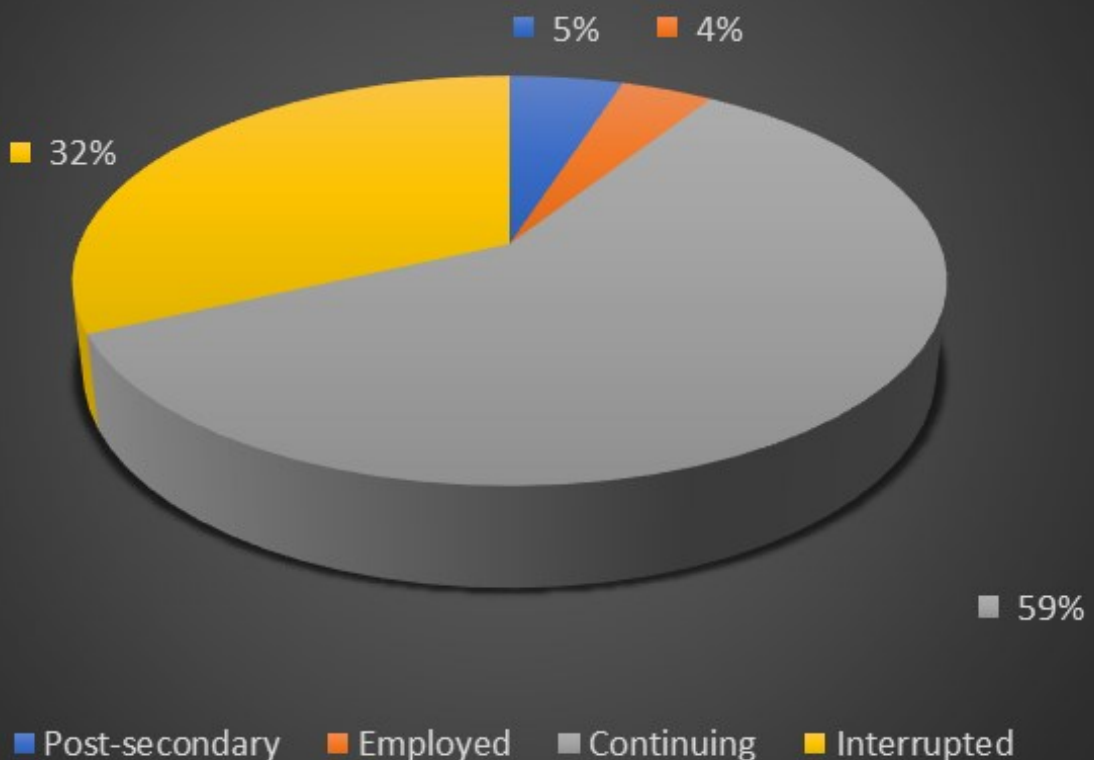
12

new students for Cohort #4 in the AEC in Housing Management

3

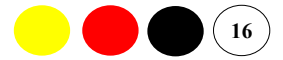
Indigenous Student Ambassadors at Champlain College St-Lambert – Mentor the Intern Program – Tawatohnhi'saktha

Follow-up Total



12

2019/2020 STUDENTS



Kitci-Amik

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|------------------------|---------|------------------------|------------------------|------------------------|
| Total Students | 159 | 230 | 202 | 222 | 206 |
| Average Age | 26 | 25 | 27 | 29 | 27 |
| Community of Origin | 85% are from Lac Simon | N/A | 54% are from Lac Simon | 54% are from Lac Simon | 48% are from Lac Simon |

Kahnawake

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|------------------------|------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|---------------------------------------|
| Total Students | 213 | 272 | 280 | 185 | 150 |
| Average Age | 25 | 28 | 20 | 19 | 20 |
| Community of Origin | 62% are from Kahnawake | 42% of are from Kahnawake and 8% are from Kanesatake | 68% are from Kahnawake and 14% are from Kanesatake | 47% are from Kahnawake and 11% are from Kanesatake | 45% are from Kahnawake and Kanesatake |

Listuguj

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
| Total Students | 78 | 89 | 97 | 67 | 64 |
| Average Age | 33 | 31 | 32 | 27 | 25 |
| Community of Origin | 100% are from Listuguj | 61% are from Listuguj and 39% are from Gesgapegiag | 46% are from Listuguj and 41% are from Gesgapegiag | 67% are from Gesgapegiag and 27% are from Listuguj | 58% are from Gesgapegiag and 42% are from Listuguj |

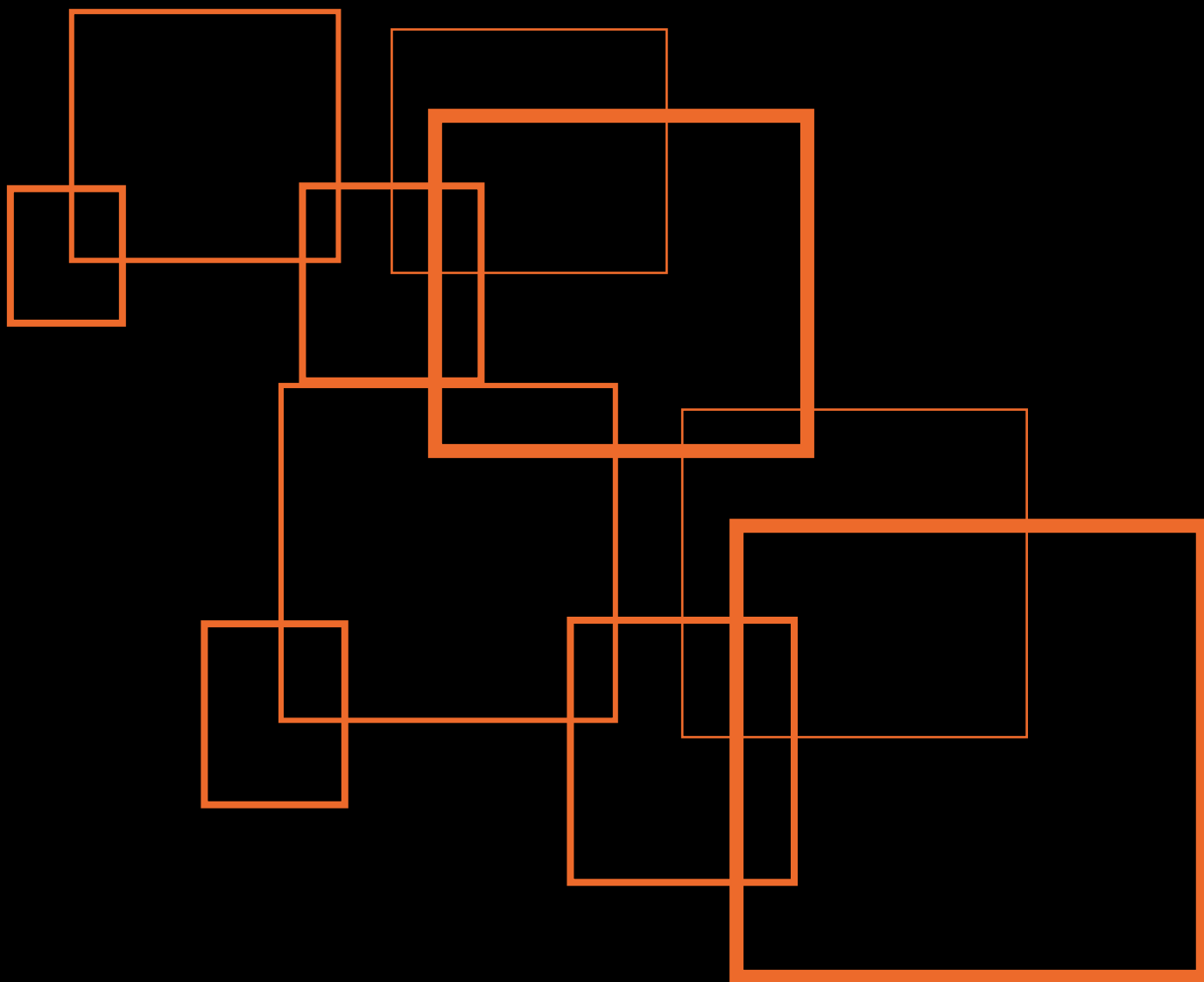
Uashat mak Mani-Utenam

| Year | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Total Students | 131 | 160 | 195 | 170 | 204 |
| Average Age | 28 | 27 | 25 | 26 | 26 |
| Community of Origin | 96% are from Uashat mak Mani-Utenam | 90% are from Uashat mak Mani-Utenam | 82% are from Uashat mak Mani-Utenam | 85% are from Uashat mak Mani-Utenam | 86% are from Uashat mak Mani-Utenam |

| | | | | | |
|--------------|------------|------------|------------|------------|------------|
| Total | 581 | 751 | 774 | 644 | 624 |
|--------------|------------|------------|------------|------------|------------|

13

REGIONAL ADULT EDUCATION CENTERS (RAEC)





KITCI AMIK RAEC

under the direction of Mr. Martin Adam

| Objectives | Results |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Set up the training certificate for a semi-skilled trade. Offer specific training with minimum training requirements. Set up a specific action plan for the implementation of training.</p> | <p>FMS in various fields were carried out throughout the school year. More than a dozen certifications were issued. An FMS group was maintained with 7 students for the opening of the new service station which opened in January 2020. Other FMS are also in progress and will end in the next school year, including a very important one in Pikogan pavilion.</p> |
| <p>Provide daycare services to student clients.</p> | <p>The daycare was at full capacity from its opening in September until the very end of January. Funding problems with students subsequently reduced attendance. Closing on March 13, 2020 due to COVID-19 pandemic.</p> |
| <p>Establishment of a partnership with UQAT for the success of native English-speaking students</p> | <p>3 cohorts were supported. Remote monitoring has been put in place due to COVID-19 pandemic.</p> |
| <p>Setting up the DES-10</p> | <p>The DES-10 was exempted again this year.</p> |
| <p>Pursue ACS in Accounting</p> | <p>The ACS in accounting continued. 5 candidates graduated in May 2020.</p> |
| <p>Continue the development of the Kitci-Amik Pavilion in Val-d'Or</p> | <p>The 2019-2020 school year has started in separate premises.</p> |
| <p>Set up activities related to the school perseverance week.</p> | <p>The week was marked with separate activities every day.</p> |
| <p>Develop a service offer for continuing education adapted to current needs.</p> | <p>5 candidates benefited from this program. A great success, two DES came from this program.</p> |
| <p>Continue the vocational training service offer with a new DEP-type training course</p> | <p>4 candidates have taken a course in mineral extraction. 3 completed their DEP in February 2020.</p> |
| <p>Promote the Kitci-Amik center in order to recruit a larger clientele.</p> | <p>The presence of RAEC stakeholders in the monthly activities of the LFNC was beneficial.</p> |
| <p>Highlight the performance and achievements of Indigenous students in the Lac Simon sector.</p> | <p>The Amik Awards Gala has been canceled due to COVID-19 pandemic.</p> |
| <p>Continuation of the DES-6 project</p> | <p>The DES-6 was provided again this year with a success rate of 100% 8 candidates participated in the training.</p> |
| <p>Provide continuous training for staff.</p> | <p>The staff participated in a targeted manner or in groups in various trainings to meet the needs.</p> |
| <p>Develop a social integration follow-up service for clients having to do community work following a court order.</p> | <p>3 candidates participated</p> |
| <p>Continue the abbreviation of courses in indigenous cultural exploration project WEDÎ</p> | <p>Canceled due to COVID-19</p> |
| <p>Continue the customer evaluation program</p> | <p>Fifteen candidates completed the evaluation program called Ôdacic.</p> |
| <p>Pursue the basic offer in adult education, with the integration of the educational renewal in the 2nd cycle.</p> | <p>We can say that we are up to date in the implementation of the educational renewal and even waiting for the release of new programs by the ministry. All FBC and FBD courses are offered at Kitci Amik RAEC.</p> |



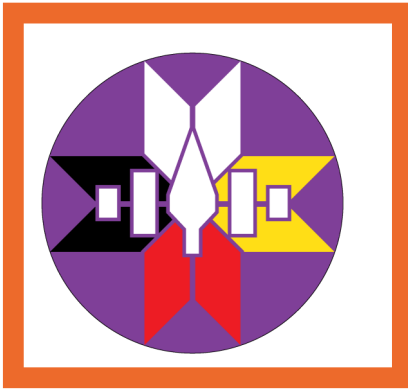
KITCI AMIK RAEC (CONT'D)

under the direction of Mr. Martin Adam

| New Objectives | Results |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continue the KJP Workshops (Kackitamadizin) project | More than 20 students worked in the workshop in 2019-2020. A student from last year was hired and he is now a workshop supervisor. Activities ended on March 13, 2020 due to COVID-19 pandemic. |
| Creation of a Kitci-Amik RAEC pavilion in the community of Pikogan | A success across the board! The pavilion was officially inaugurated. The number of students has been met and even exceeded. |
| Partnership with the mining companies for FP and FMS programs | Despite the fact that two agreements with the mining companies had been made. Cancelled due to COVID-19 pandemic. |
| Create a work placement program with employee development monitoring | The basics of this program were announced by the ministry in June 2020. Everything will continue next year. |
| Develop a specific course on Indigenous realities for employers with Indigenous staff | 3 workshops were given in 2019-2020. |
| Develop specific projects related to literacy and numeracy | Specific projects in French, one in math and one in English mother tongue. These projects are in a framework of continuity and they will continue in the next school year. |
| Set up a monitoring and assistance service for success. | The course was given to support students in the AEC in housing. |
| Provide a variety of computer training | A computer course was given at the RAEC but several components related to computer science and new technologies were developed in the course codes in force. |
| Introduction of RAC in SARCA services | The workers are now trained. We are still waiting for the release of some programs that were presented to us in the spring by the ministry. The RAC process is now a service offered by the RAEC. |
| Adaptation of the FP preparatory program | Cancelled due to COVID19 pandemic. |

The Kitci Amik RAEC offers all adult education services and other specific programs. The objectives are entirely in line with the orientations of the school council's strategic plan. This year's challenges:

- o Increase school perseverance
- o Diversify and consolidate the training offer
- o Promote the centre



KAHNAWAKE RAEC

under the direction of Ms. Carina Deere

Objective 1: To provide online educational services through Google classroom and the Zoom platform for the Fall season.

Action: To begin the school year online using the Google classroom and ZOOM platform and transition back into the physical classroom based on the Kahnawake Covid-19 Task Force recommendations.

Program/Activities in support of the objective:

- A. Teachers have invited their students into the Google classroom. Students have the opportunity to retrieve assignment information and upload completed assignments. Student check in daily and teachers can use this platform for attendance purposes as well.
 - B. Teachers are sending zoom invites to their students for daily lessons. Zoom provides breakout rooms for individualized lessons. This platform allows students and teacher to virtually interact.
 - C. Teachers were given step by step instructions on the features and functions in the Google classroom and Zoom platform. There were large group and individualized sessions. The Ped Consultant also created cheat sheets for teachers to have at their disposal.
- Starting in March, the Community was put under a state of emergency due to the Covid-19 pandemic. The Kahnawake Covid -19 Task Force was put in charge to maintain the safety of the community. Under the Task Force recommendations, all organizations and businesses were mandated to develop a re-entry plan, following all Covid-19 safety recommendations set out by the Kahnawake Covid-19 Task Force. The plan once completed, is sent to the Task Force. Upon approval, the recommendations need to be implemented.

Following the four phase plan the Director wrote up for the re-entry, we began phase one, the physical preparation of the building. This work was completed by our maintenance team. Social distancing stickers and directional arrows were installed on the floors. Classrooms were emptied and tape was used as a visual to created measured spaces for distancing.

Objective 2: To increase number of ETP's at the Kahnawake, Kanesatake and Kanekota RAEC's.

Action: Promote all programming within the community, outside the community and in social media for Kahnawake, Kanesatake and Kanekota RAEC's.

| INDICATORS OF SUCCESS | RESULTS |
|----------------------------------------------------------------------------------------------------|------------------------------------|
| Promotion of educational services through various media formats and through partner organizations. | Enrollment is steadily increasing. |

Program/Activities in support of the objective:

- Uploading course advertisements have been made in the Eastern Door newspaper, on our FNRAEC website, our Facebook page and Instagram
 - Zoom meeting with Montreal urban partners, provided them with Pamphlet of our services.
- Student assessment's and scheduling is provided by our School Counsellor.

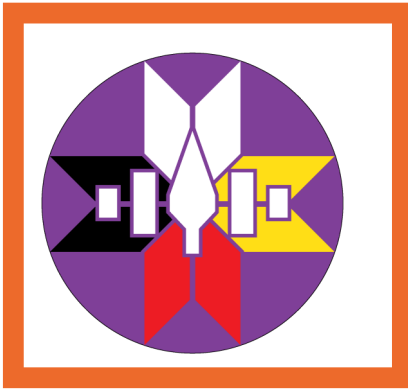
Objective 3: To clarify expectations of the FNRAEC administration team in Kahnawake.

Action: To clarify roles / responsibilities and develop clear job descriptions.

| INDICATORS OF SUCCESS | RESULTS: |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Job tasks will be reviewed for each employee and divided evenly amongst office administration team. | Administration team will be provided clear expectations resulting in a less stressful work-place. |

Program/Activities in support of the objective:

Administration staff will identify their job titles and list responsibilities for each particular title.



KAHNAWAKE RAEC

under the direction of Ms. Carina Deere

Objective 4: To partner with various organizations to develop cohorts.

Action: To prepare adult learners by assessing their educational levels and upgrade where necessary.

| INDICATORS OF SUCCESS | RESULTS |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <p>A. FNRAEC with their partner organizations will develop cohorts to offer to students in a variety of job opportunities.</p> | <p>A. Adult learners will be given the opportunity to enroll in a cohort of their interest to become successful in the workforce.</p> |

Program/Activities in support of the objective:

- 1-A. Development of a (PAB) Institutional Homecare Program in partnership with the Sir Wilfred Laurier School Board and KHRO in Kanesatake to begin in January 2021.
- 1-B. Advertise the program in Kanesatake and surrounding communities.
- 1-C. Recruit adult learners for the program.
- 1-D. Assessment of adult learners to determine their eligibility for the program.
- 2-A. Assist Rapid Lake/Barrier Lake and (School Board) in the development of a Nursing Program in partnership with the Lac Simon RAEC.
- 2-B. Assessment of adult learners to determine their eligibility for the program.
- 2-C. Upgrade adult learners based on their transcripts, and or assessment results.

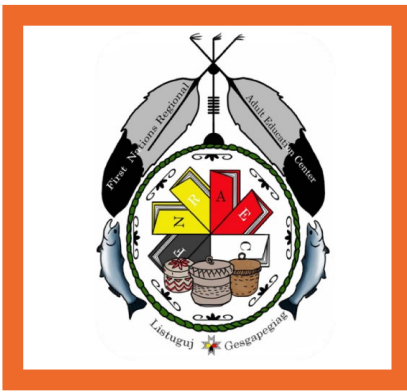
Objective 5: To provide educational services to partner organizations.

Action: Assessment and educational upgrading are provided to support adult learners.

| INDICATORS OF SUCCESS | RESULTS: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <p>Educational assessments and upgrading is provided to support adult learners to become eligible to enroll in programs that enable their success in the workforce.</p> | <p>Adult learners will acquire needed educational certification in order to successfully enter the workforce.</p> |

Program/Activities in support of the objective:

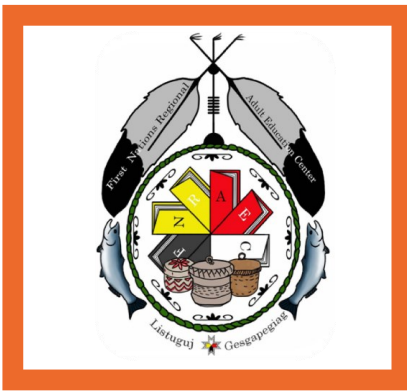
- A. Association sectorielles partaire /joint sectoral association (A.S.P.) program. This is a certificate safety program, allowing certified participants access to construction sites within Quebec.
- B. Achieving Concrete Essentials (A.C.E.) program guides adult student to a variety of vocational opportunities. Our FNRAEC provides assessments, upgrading and a 25-hour basic computer course.
- C. Kahnawake Gaming Industry requested a basic French language/Customer Service/First Aide cohort focusing on the hospitality industry. This initiative is in partnership with Tewatohnni'saktha and the Mohawk Council of Kahnawake.
- D. Waseskun Healing Lodge receive adult educational services to acquire high school equivalency in order to rejoin the job market and/or higher learning.
- E. Kahnawake Sec 84 Transition Program receive adult educational services to acquire high school equivalency in order to rejoin the job market and/or higher learning.



LISTUGUJ RAEC

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

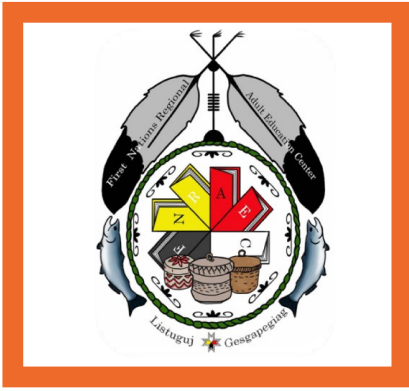
| OBJECTIVE | PRIORITY | SPECIFIC STRATEGIES | OUTCOME | RESULTS | YEAR END RESULTS |
|----------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Develop a common vision for adult education | 1.1. Increase awareness and successes of FNRAEC for the Listuguj Campus | <ul style="list-style-type: none"> - Advertise in Listuguj Community newsletters about the RAE Centre's; - Develop an annual Student Success stories newsletter to promote the graduates; - Social media contests during annual holidays | <ul style="list-style-type: none"> - Visibility and clarification of services and programs of the FNRAEC; - Promotion of First Nations content in the adult education centre; | 1.1 To increase the number of students enrolled to obtain their Sec V diploma. | 1.1 Co-Manager and a student participated in a live radio show to talk about all aspects of Adult Education in Listuguj from the points of view through Administration and Student. No other strategies that were in place to report on due to Covid-19 school closure. |
| 1.2 MEES to come to a decision on exemption for French course | Adult learners with Psychoeducational Assessment reports | Exempt them from French course | | | 1.2 To date, there has been no progress, only empty promises. |



LISTUGUJ RAEC

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

| OBJECTIVE | PRIORITY | SPECIFIC STRATEGIES | OUTCOME | RESULTS | YEAR END RESULTS |
|------------------------------------|---------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Increase student success | 2.1. Accommodating different learning needs | - To obtain more resources to accommodate adult learners with barriers; | - To obtain specific tools to assist in teaching adult learners by a variety of materials, software, program & request to modify exam if necessary with MEES. | 2.1 Psych ed assessment ongoing throughout the year when needed. | 2.1 All students needing assessment have been completed. Workshops have been delivered to staff on a wide range of topics related to learning disabilities. Due to Covid-19, workshops for staff on Psych Ed's have been postponed until further notice. |
| | 2.2. Increase access to other RAEC's | - Coordinate a student cultural exchange with other RAEC centres; | - Learn about different First Nations culture & customs and way of life; | Unable to complete specific strategies due to high anxiety and mental health issues. | Due to Covid-19, centres are unable to travel to complete these objectives. |



LISTUGUJ RAEC

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

| OBJECTIVE | PRIORITY | SPECIFIC STRATEGIES | OUTCOME | RESULTS | YEAR END RESULTS |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <p>3. Expand and develop culturally appropriate adult educational services in communities leading to meaningful employment</p> | <p>1.1 For adult learners to obtain meaningful employment</p> | <p>-Workshops -Mentored work placement</p> | <p>To provide meaningful work experience in different career fields</p> | <p>Adult Learns Perspective: -Workshops not meaningful -poor planning -low motivation -difficulty with obtaining EI benefits for some -90% negative experience -unfairness amongst classmates -uncomfortable in being truthful in the evaluation -minimal future participation in the program.</p> | <p>1.1 Due to Covid-19 there is no summer student employment for Adult Ed students.</p> |

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

Objectives

1. Develop a common vision for adult education
2. Increase student success
3. Expand and develop appropriate adult educational services in communities leading to meaningful employment

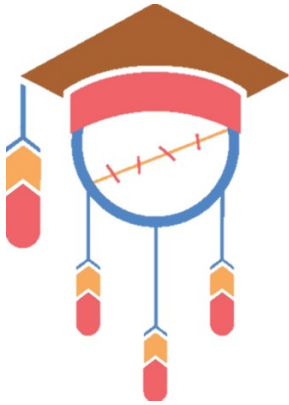
School Year 2019-2020 Student Activities

1. Personal & Professional Development Workshops
2. Student Chief & Council (Nomination: *September 11, 2019* and Elections: *September 18, 2019*)
3. Listuguj Entrepreneur Conference – *September 11 & 12, 2019*
4. Open House & Bell Let's Talk FNRAEC – *January 2020*
5. Orange T-Shirts *September 30, 2019*
6. MMWIG Day – *October 9, 2019*
7. Open / Closing Season with a Sacred Fire
 - o *September 20, 2019,*
 - o *December 2019,*
 - o *March 20, 2020*
 - o *June 19, 2020*
8. Mi'gmaq History Month, Month Long in October 2019
9. Career Fair Activities – *October 15, 2019*
10. Halloween Activities – *October 31, 2019*
11. Mental Wellness - *Ongoing*
12. Addictions Awareness – *November 18-22, 2019*
13. Entrepreneur Day Market, *November 20, 2019*
14. Moose Hunting – *October or November 2019*
15. Christmas Student Activities, *December 16-20, 2019*
16. Literacy Activities – *January 2020*
17. Bell Let's Talk Day - *January 30, 2020*
18. Volunteer Month – *February 2020*
19. April Literacy Day – *April 9, 2020 – on hold due to Covid-19*
20. Mental Health Awareness Week – *May 2020 - on hold due to Covid-19*

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UASHAT MAK MANI-UTENAM RAEC

under the direction of Ms. Julie Rock & Mr. Gilles Larouche



Student Total: 204

Average Age: 26

**Origin: 86% from Uashat mak
Mani-Utenam**



Background

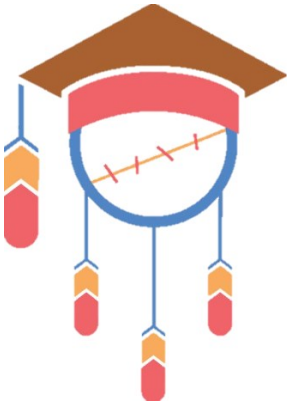
- Submission of ITUM's application to the School Council on January 21, 2015 (support from all Innu communities by resolution or letter of support)
- ITUM investment of \$ 6 million for the construction of the center
- Beginning of training in January 2016 (temporary premises in the basement of Uashat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

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)

UASHAT MAK MANI-UTENAM RAEC

under the direction of Ms. Julie Rock & Mr. Gilles Larouche

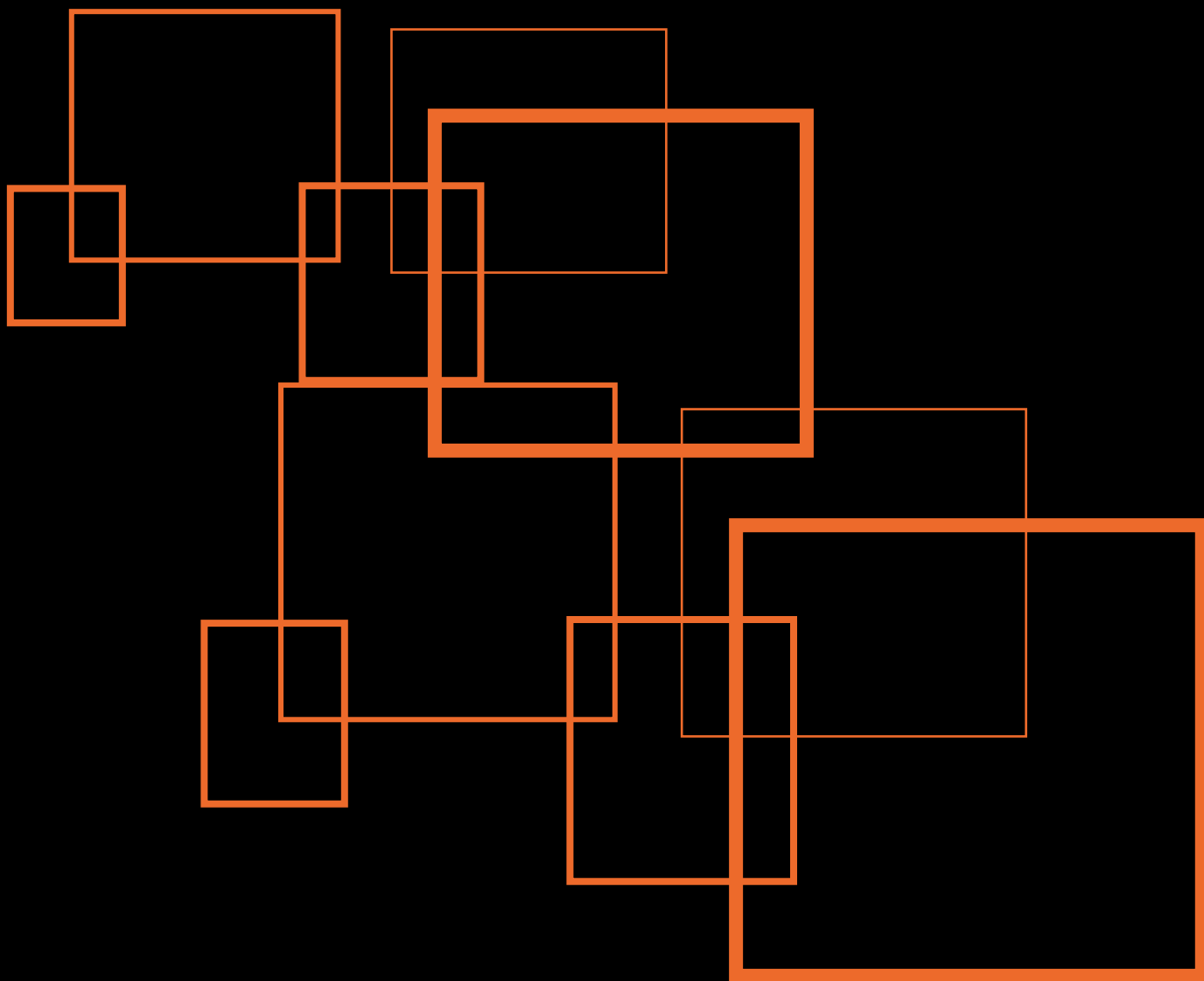


- Delivery of my finances-my choices workshops in partnership with the Carrefour jeunesse-emploi de Sept-Îles.
- Workshops on work/study balance (carrefour jeunesse-emploi de Sept-Îles).
- Literacy courses.
- GDT and recognition of prior learning.
- Innu language course.
- Workshops on Innu culture.
- 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.



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REGIONAL PROJECTS



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REGIONAL PROJECTS IN 2019/2020

Community of Practice Housing (CoPH)

1. Improve, maintain and promote the library which would contain the main documents used and developed by the different communities in order to share practices;
2. Detail the process of a point of contact (PoCH) to meet capacity development needs following discussions with the AFNQL;
3. Participate in various regional and national Indigenous meetings on housing in order to make oneself known and to be consulted;
4. Prepare the annual meeting of the CoPH (postponed due to the COVID-19 pandemic);
5. Promote access to training and develop it when there is no existing training that can meet the needs of members;
6. Boost Workplace and increase the number of national participants;
7. Continue discussions to include the CoPH in the framework of the Association of First Nations Housing Professionals (APHPN).



For 2019-2020, the CoPH continued its development and integration into the First Nations housing environment. The culture of collaboration is progressing well. We are seeing more and more contacts and exchanges between First Nations.

The CoPH development committee has generated reactions, observations and various questions on everything that surrounds housing issues and how we can work together in this sector, in order to achieve common objectives starting from distinct realities.

In addition, it is interesting to see how the AFNQL as well as the members of the RTHC give us the opportunity to get involved and recognize ourselves in the field of First Nations housing in Quebec.

While this project is the bearer of positive changes and arouses the support of managers who have participated in the collaborative activities of the CoPH, the process of making oneself known and becoming an essential tool for housing managers must be continued. A new habit takes time to establish itself and the momentum needs to be continued to strengthen the confidence of housing stakeholders in this project.

In addition, with the implementation project of the Point of Contact for the Capacity Development Axis, a project which will facilitate the training of the various stakeholders in housing, the CoPH has once again positioned itself as an important player in the housing sector of First Nations in Quebec.

For all these reasons, the CoPH development team is mobilizing to ensure the transition to the next steps, hoping to be able to count on the financial support of its early partners.

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REGIONAL PROJECTS IN 2019/2020

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.



The screenshot shows the website for Point of Contact Housing (PoCH). The header includes the logo and navigation links: Home, À propos | About, Mission, Les principes directeurs, Documents, Événements, Calendrier | Calendar, and PoCH. The main content area features a large image of a wooden structure against a blue sky, with the text "PoCH" and "Point de Contact Habitation | Point of Contact Housing". Below this is a section titled "La bibliothèque virtuelle de toutes les formations en habitation" (The virtual library for all the training in housing). The text below this title reads: "Bienvenue à la page de Point de contact Habitation (PoCH). Cette page regroupe toutes les formations disponibles en habitation. Vous pouvez visionner une courte vidéo [ici](#) pour en savoir plus pour naviguer sur cette page. Après avoir visionné la vidéo, si vous avez toujours besoin d'aide pour naviguer et/ou trouver une formation quelconque, n'hésitez pas à nous contacter! Il nous fera plaisir de vous aider: PoCH@coph.ca". Below this is another section titled "The virtual library for all the training in housing" with the text: "Welcome to the Point of Contact Housing (PoCH) page. This page gathers all the training available in housing. Please view this short video [here](#) for more information on how to navigate on this page. After watching the video, if you still need help navigating and/or finding any training, please contact us! It will be our pleasure to help you: PoCH@coph.ca". At the bottom, there are two buttons for language selection: "Français" and "English". On the right side of the page, there are sections for "ARCHIVES" and "META" with a "Log in" link.

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REGIONAL PROJECTS IN 2019/2020

Indigenous Education

SAE 255: The Art of Recording Minutes—September 2019—MCK = 20 participants

SAE 256: Cultural Sensitivity Workshop—January 2020—Équipe CHOC = 4 participants

SAE 257: Cultural Sensitivity & Indigenous Curriculum Development—October 2019 to June 2020 — Vanier College = 60 participants

SAE 258: Indigenizing Champlain College—September 2019 to June 2020

SAE 260: Colonized Classroom to Include Indigenous Pedagogy—January 2020—Dawson College = 25 participants

SAE 262: Cultural Sensitivity Workshop—January 2020—UQAM = 30 participants

SAE 264: Learning Circle: Incorporating Indigenous Principles, Voices and Approaches to Program Evaluation—February 2020—Concordia University = 30 participants

SAE 265: Strategic Planning—March 2020 (ongoing) - Mohawk Language Custodian Association



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RAEC RESULTS

877 total frequentations in 2019-20

72% of frequentations are Cycle 1 and/or Cycle 2 in 2019-20

52% of students at the Kitci-Amik RAEC are from other First Nations communities

14% of students at the Uashat RAEC are from outlying Innu communities

1.4 frequentations per student in 2019-20

Frequentations 2019-20

| | Kitci-Amik | Kahnawake | Listuguj | Uashat | Total | % |
|-----------------|------------|------------|-----------|------------|------------|-----|
| Cycle 1 | 51 | 10 | 36 | 90 | 187 | 21% |
| Cycle 2 | 104 | 147 | 54 | 140 | 445 | 51% |
| Pre-Sec. | 29 | | | 25 | 54 | 6% |
| TDG | | 5 | 3 | | 8 | 1% |
| Francisation | 2 | 2 | | | 4 | 0% |
| SVI | 37 | 1 | | | 38 | 4% |
| Vocational Prep | 11 | 25 | 6 | 3 | 45 | 5% |
| Literacy | | | | | 0 | 0% |
| Post-Sec. Prep | 9 | 3 | | 1 | 13 | 1% |
| Ped. Support | 83 | | | | 83 | 9% |
| Total | 326 | 193 | 99 | 259 | 877 | |

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RAEC RESULTS (CONT'D)

- 59% of students are continuing their studies into 2020-21
- 7% of students completed their DES or equivalencies
- 4% of students found employment in 2019-20
- 32% of students interrupted their studies 2019-20
- 5% of students are now completing their post-secondary studies in 2019-20

9

Graduates from the Cohort #3 in the AEC in Housing Management

16

Certifications in ASP Construction from the community of Kahnawake

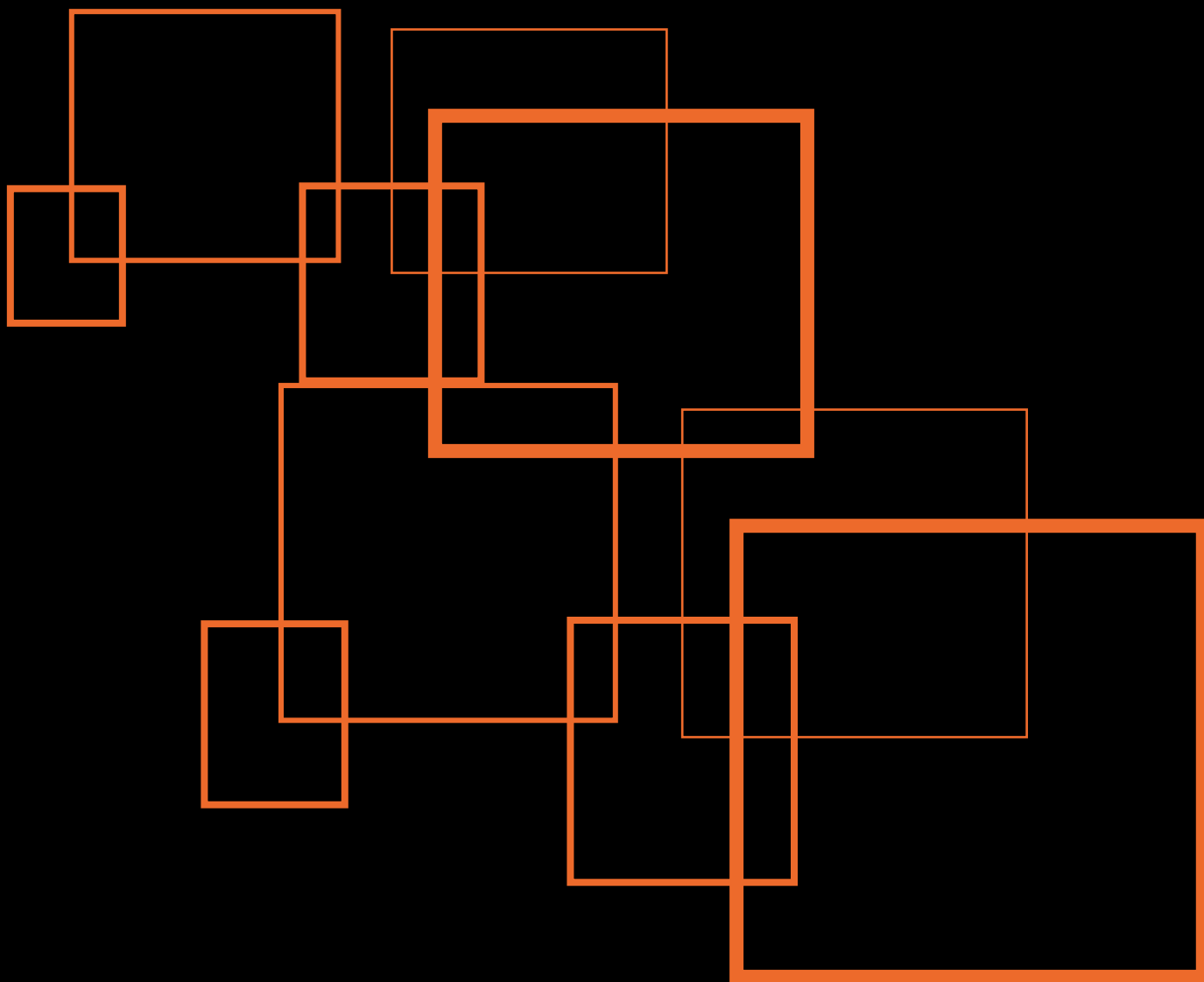
59%

Students are continuing their studies into 2020-2021



16

AUDITED FINANCIAL STATEMENTS



16

AUDITED FINANCIAL STATEMENTS

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, 2020, 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, 2020, and the results of its operations and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

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

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

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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AUDITED FINANCIAL STATEMENTS

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

MNP SENCRL, s.r.l.¹

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

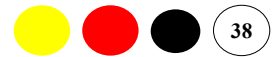
AUDITED FINANCIAL STATEMENTS

First Nations Adults Education Trust I Statement of Operations For the year ended March 31, 2020

| | <i>Schedules</i> | 2020 Budget | 2020 | 2019 |
|--------------------------------------------------------------------------|------------------|------------------------|--------------------|--------------------|
| Revenue | | | | |
| Ministère de l'Éducation et de l'Enseignement supérieur <i>(Note 9.)</i> | | 4,340,490 | 4,340,490 | 4,136,530 |
| Indigenous Services Canada <i>(Note 10)</i> | | 2,063,461 | 2,063,461 | 1,757,084 |
| Canada Mortgage and Housing Corporation | | 150,000 | 150,000 | 250,000 |
| Interest income | | 10,000 | 10,398 | 6,525 |
| Société du Plan Nord | | - | - | 72,439 |
| New Frontiers School Board | | - | - | 39,871 |
| Emploi Québec | | - | - | 30,074 |
| Champlain Regional College | | - | - | 24,844 |
| Other revenues | | 57,535 | 110,398 | 80,061 |
| Deferred revenue - prior year | | 891,812 | 891,812 | - |
| Deferred revenue - current year | | (593,477) | (441,655) | (891,812) |
| | | 6,919,821 | 7,124,904 | 5,505,616 |
| Program expenses | | | | |
| Ministère de l'Éducation et de l'Enseignement supérieur | 2 | 2,844,680 | 2,879,313 | 2,398,068 |
| Indigenous Services Canada | 3 | 1,319,520 | 1,353,882 | 1,410,804 |
| Champlain | 4 | - | - | 96,783 |
| AEC-CoPH | 5 | 405,399 | 275,399 | 354,601 |
| Business services | 7 | 57,535 | 46,674 | 48,183 |
| Capital | 10 | 2,593 | 2,593 | 2,924 |
| Total expenditures <i>(Schedule 1)</i> | | 4,629,727 | 4,557,861 | 4,311,363 |
| Surplus before allocations to regional adult education centers | | 2,290,094 | 2,567,043 | 1,194,253 |
| Allocations to regional adult education centers | | (2,282,687) | (2,490,953) | (1,131,194) |
| Surplus | | 7,407 | 76,090 | 63,059 |

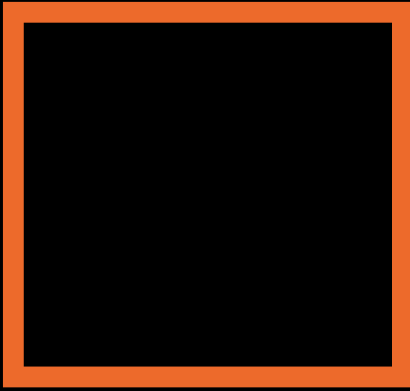
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AUDITED FINANCIAL STATEMENTS



**First Nations Adults
Education Trust I**
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2020

| | <i>2020 Budget</i> | <i>2020</i> | <i>2019</i> |
|-------------------------------|------------------------|------------------|------------------|
| Expenses by object | | | |
| Administration | - | - | 6,667 |
| Amortization | 2,593 | 2,593 | 2,924 |
| Bank charges and interest | 16,000 | 16,278 | 22,851 |
| Bursary expense | 7,000 | 7,000 | 4,000 |
| Communications | 1,715 | 1,306 | 840 |
| Curriculum delivery | - | - | 84,317 |
| Equipment | - | - | 128,218 |
| Facilitation and registration | 3,000 | 2,688 | 2,940 |
| Honoraria | 2,500 | 2,388 | 75 |
| Insurance | 14,000 | 14,644 | 4,946 |
| Licences | 15,000 | 14,136 | 20,452 |
| Office and general | 8,000 | 9,808 | 879 |
| Office supplies | 26,000 | 27,761 | 12,893 |
| Professional fees | 45,000 | 63,448 | 63,707 |
| Program expense | 4,000 | 4,035 | 11,684 |
| Project coordination | - | - | 10,693 |
| Salaries and benefits | 3,985,000 | 4,014,220 | 3,649,688 |
| Telephone | 2,520 | 2,890 | 2,163 |
| Translation | 51,000 | 34,304 | 31,226 |
| Travel | 446,399 | 340,362 | 250,200 |
| | 4,629,727 | 4,557,861 | 4,311,363 |



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



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

