



FNAESC

ANNUAL REPORT

2023



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

TABLE OF CONTENTS

Mission

Message from the President and Executive Director

History—add Wemotaci and Roberval

Organigramme

FNAESC Board Members

Territories & Governance

Satellite Centers

Portrait of the Centers

Regional Adult Education Centers

Regional Projects 2022/2023

Audited Financial Statements

Our FNAESC Team



MISSION

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

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

MESSAGE FROM THE PRESIDENT & EXECUTIVE DIRECTOR

We respectfully present our 2023-2024 First Nations Adult Education School Council (FNAESC) annual report. Allow us to acknowledge, through a global shift in society with regards to our environment, without the heart, passion, and commitment of our students, including the dedicated support from our Regional Adult Education Centers (RAECs), have we been able to continue growing this year to the meet the needs of the communities.

Included in our report are our highlights, capsules, RAEC reports, and updates on regional projects. Priorities include meeting technological, specialized adapted services, mental health, virtual professional development tools, distance learning pedagogy and trainings, to name a few. The successful implementation of at-a-distance models in Roberval, Manawan, and Opitciwan, have shown to be innovative and inclusive of their respective needs, with an anticipated opening of services in Unamen Shipu to be opened later in the year.

We are pleased to continue supporting the Assembly of First Nations Quebec-Labrador (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 as delivered through the Point of Contact in Housing (PoCH) has supported the development of new trainings for housing inspectors and carpenters. The FNAESC commits to supporting the delivery and development of all short-term training certificates for the benefit of the communities.

We would like to thank Ms. Pamela Papatie, and Ms. Jennifer Labillois-Metallic, as Trustees for the FNAESC, for her leadership, and welcome Ms. Kim Chevrier, Mr. Danny Pien, Ms. Marcelle Mullen, Ms. Thérèse Niquay, Dr. Cathy Martin, Mr. Aaron Condo and Ms. Jacinthe Pétiquay to the FNAESC. We always keep the students at the heart of our decisions.

Thank you,

Tanu Lusignan
Executive Director

Richard Jalbert
President

HISTORY

Between 2001 and 2005, the communities around the First Nations Human Resources Development Commission in Quebec's (FNHRDCQ) regional table expressed concerns over the needs of their clientele who wished to access employment. Discussions ensued demonstrating the nature of the need as well as the disparity of the costs charged to each community in adult education service delivery. This led to the beginning of discussions with the Ministère de l'Éducation, du Loisir et du Sport du Québec (MELS).

In 2004, the FNHRDCQ signed an agreement with the MELS (now known as the MEES) for a survey of the communities and a report entitled "Drawing the profile of general adult education services offered in non-treaty communities in Quebec". The report was tabled in 2005 and recommended a takeover of adult education services offered to non-treaty First Nations citizens of Quebec, through the implementation of regional adult education centers.

In 2006, during the Socioeconomic Forum in Mashteuiatsh, the MELS committed to contributing to the creation a First Nations School Council in Adult Education and to the implementation of two regional adult education centers. Later, in a letter to the deputy minister of education, Regional Chief Picard confirmed that by "working with FNHRDCQ representatives, your Ministry will be able to adapt its adult education services to the First Nations clientele in order to offer all citizens the same opportunities for vocational achievement. (...)"

In 2011, the FNHRDCQ table mandated the provisional School Council to select two sites for the regional centers. Through an open call for proposals, the community of Lac Simon is selected for adult education services in French in 2012 and the communities of Kahnawake and Listuguj are selected to provide adult education services in English in 2013.

The legal entity called the First Nations Adult Education Trust 1 was created by the FNHRDCQ table in 2012 to receive funds from the provincial government and transfer them to its beneficiaries, which are the communities that host regional adult education centers. The Trustee would be appointed by the Chief and Council of each participating community as well as the regional tables of the FNHRDCQ, FNEC and Tshakapesh Institute.

HISTORY

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.

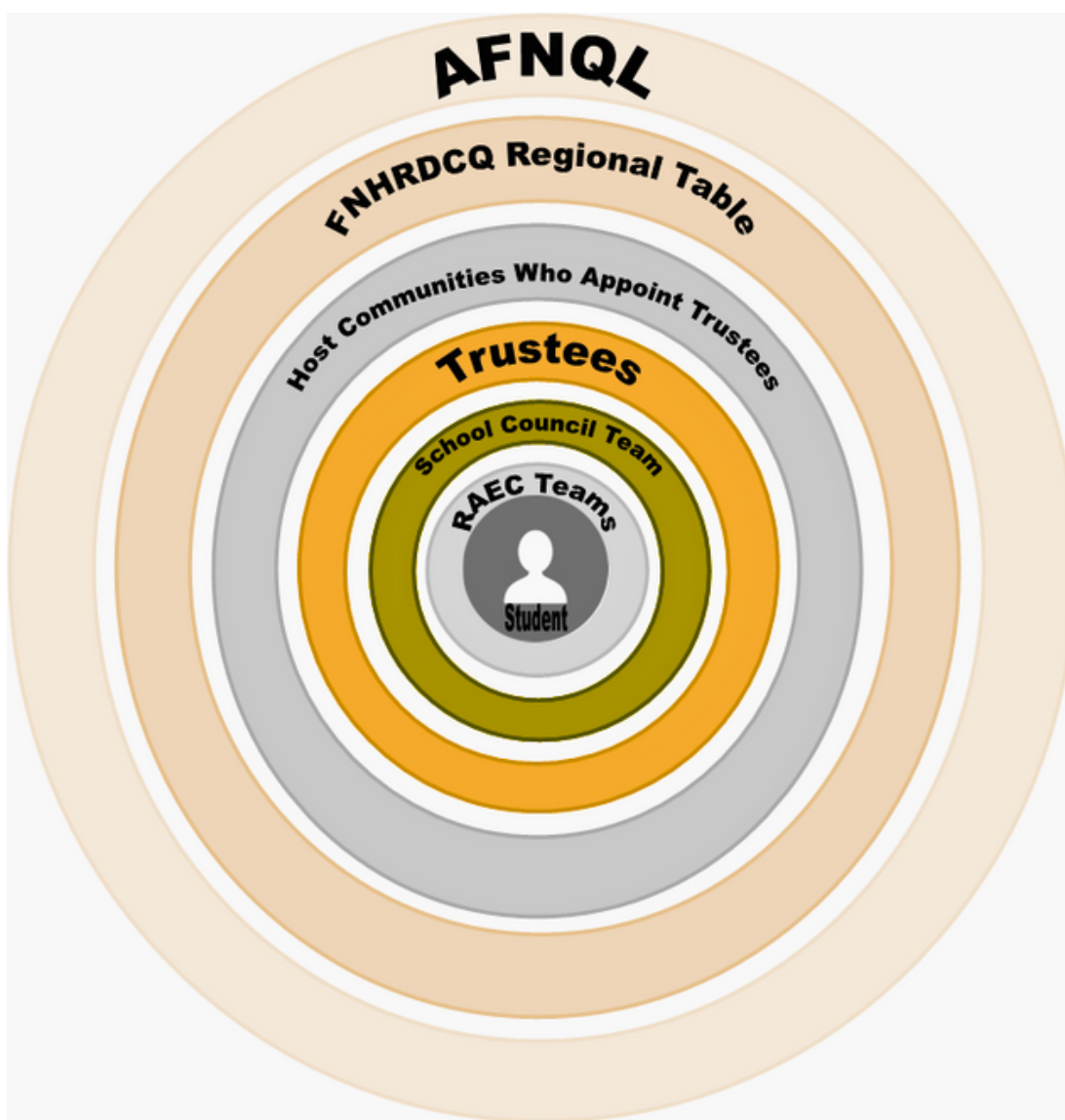
We continue to reflect on the governance of the organization. As an organization evolves, and especially when it grows as quickly as the FNAESC has, it is important to reflect on the structure to ensure it continues to meet the needs it was created to meet.

In 2021, a new regional center opened its doors in Pessamit.

In 2022, a satellite center was set up in Wemotaci.

In 2023, a satellite center was set up in Manawan, Opiticiwan and Unamen Shipu.

ORGANIGRAMME



FNAESC BOARD

MEMBERS

Kim Chevrier, 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)

Angie Marquis, Trustee

Appointed by Tewatohnhi'saktha for Kahnawake

Lise Kistabish, Trustee

Appointed by the Host Community of Pikogan

Suzanne Charland, Trustee

Appointed by the Host Community of Pessamit

Michelle Lamouche, Trustee

Appointed by the Host Community of Kanesatake

Dany Pien, Trustee

Appointed by the Host Community of Lac Simon

Denis Gros-Louis, Trustee

Appointed by the First Nations Education Council (FNEC)

Sylvie Pinette, Trustee

Appointed by the Tshakapesh Institute

Aaron Condo, Trustee

Appointed by the Host Community of Gesgapegiag

Cathy Martin, Trustee

Appointed by the Host Community of Listuguj

Maybelline Chilton, Trustee

Appointed by the Host Community of Wemotaci

Thérèse Niquay, Trustee

Appointed by the Host Community of Manawan

Jacinthe Pétiquay, Trustee

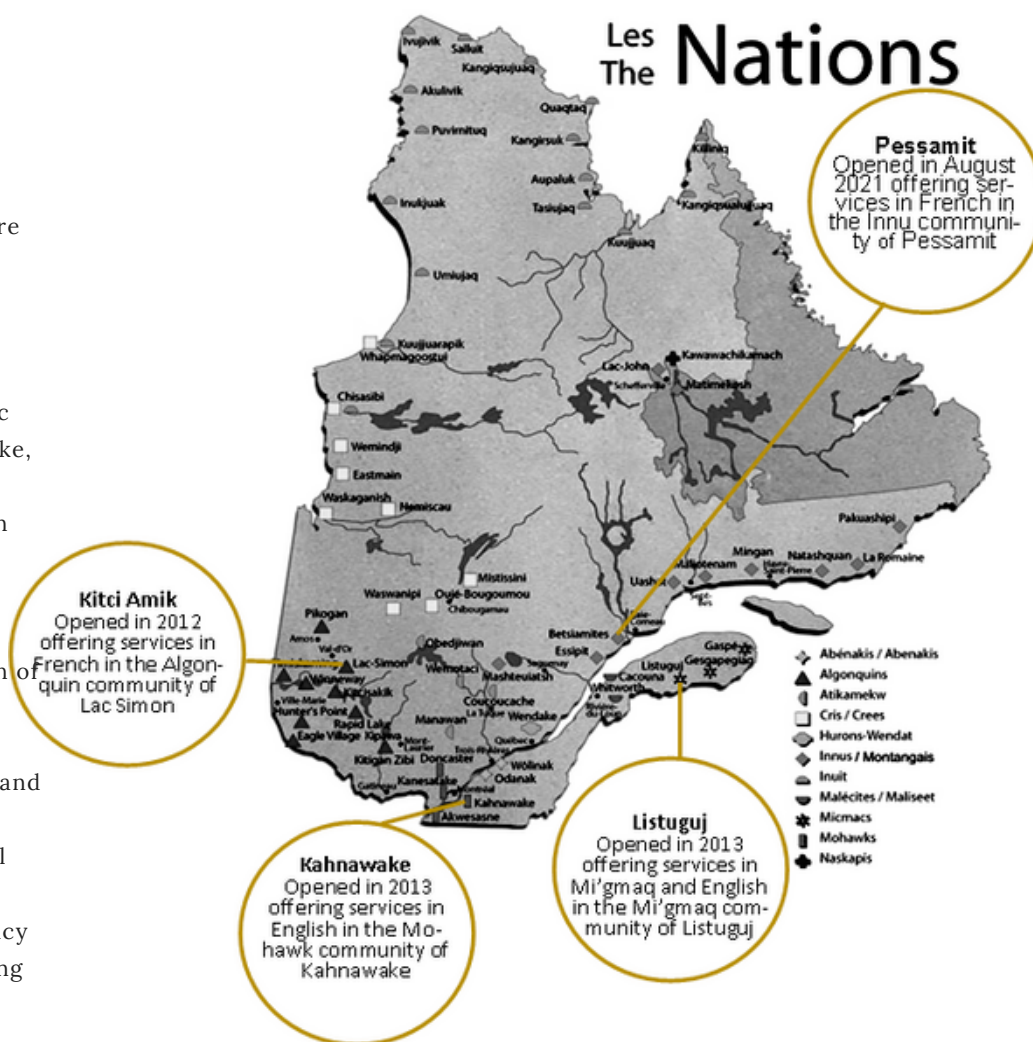
Appointed by the Host Community of Opiticiwan

Marcelle Mullen, Trustee

Appointed by the Host Community of Unamen Shipu

TERRITORIES & GOVERNANCE

The FNAESC meets three times per year. One seat is reserved for the Trustees appointed by the regional table of the First Nations Human Resources Development Commission (FNHRDCQ). Seven seats are reserved for communities that offer adult education services. One Trustee is appointed by each of the following communities: Lac Simon, Pessamit, Kahnawake, Listuguj, Gesgapegiag, Kanesatake and Pikogan. In addition, three seats are reserved for Trustees designated by regional organizations, one for each of the following: Institut Tshakapesh, First Nations Education Council (FNEC) and the First Nations Quebec Labrador Health and Social Services Commission (FNQLHSSC). The presidency of the FNAESC, a non-voting seat, is reserved for the Executive Director of the FNHRDCQ, which created the FNAESC in 2012.



SATELLITE CENTERS



A group of graduates in purple gowns and black mortarboards, with a yellow circular graphic overlay. The graduates are standing in a line, and the focus is on their lower bodies and hands holding the mortarboards. The background is slightly blurred, showing a wooden fence and greenery.

FNAESC

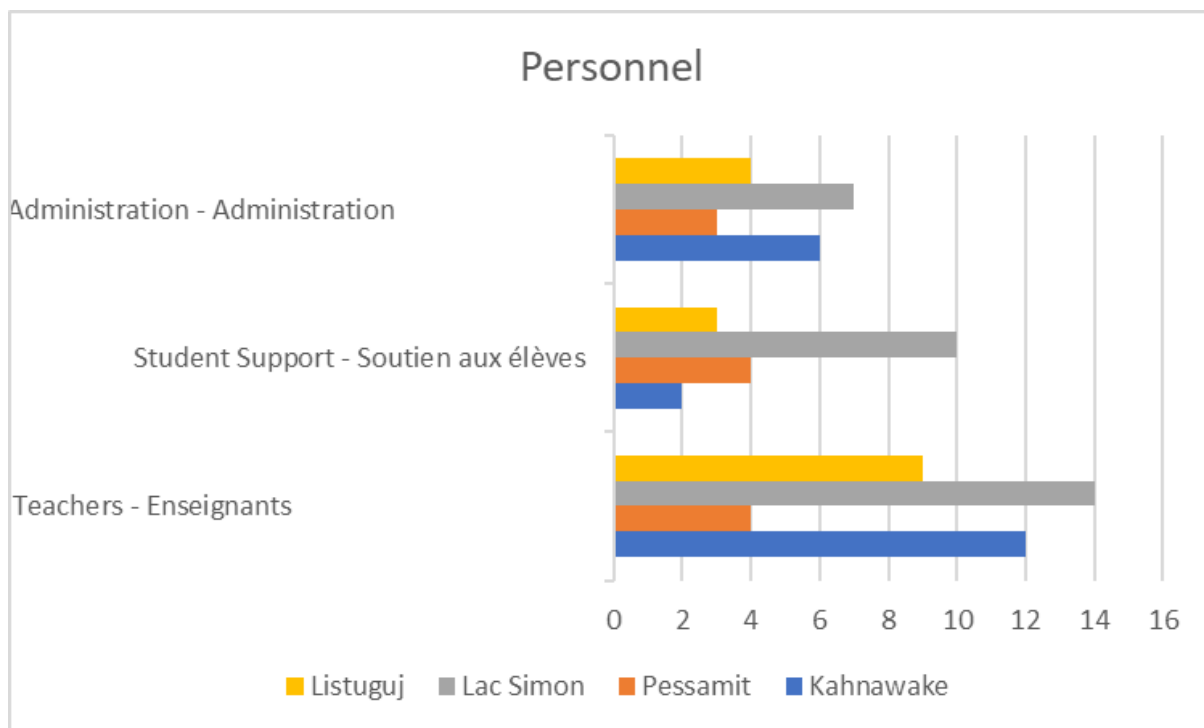
**REGIONAL
ADULT
EDUCATION
CENTERS
(RAEC)**

PORTRAIT OF THE CENTERS

Kahnawake		Listuguj	
Student Profile - Profile Élève	#	Student Profile - Profile Élève	#
Male	67	Male	36
Female	63	Female	45
Total	130	Total	81
Average Age	18	Average Age	30
Fréquentations-Fréquentations	#	Fréquentations-Fréquentations	#
Cycle 1	13	Cycle 1	3
Cycle 2	131	Cycle 2	57
Pre-Sec - Pré-Sec	8	Pre-Sec - Pré-Sec	0
TDG-GDT	3	TDG-GDT	0
Francisation	0	Francisation	0
Prep Post-Sec.	8	Prep Post-Sec.	4
Prep Vocational-FP	8	Prep Vocational-FP	12
Vocational	8	Vocational	12
Alphabetisation	1	Alphabetisation	0
Total	180	Total	88
Follow-Up - Suivi	#	Follow-Up - Suivi	#
Continue	33	Continue	38
Post-Sec.	6	Post-Sec.	0
Vocational - FP	7	Vocational - FP	13
Employed - En Emploi	19	Employed - En Emploi	6
Personal - Raisons Personnels	65	Personal - Raisons Personnels	24
Total	130	Total	81
Certifications	#	Certifications	#
DES	3	DES	11
Equivalencies - Équivalences	12	Semi-Skilled	0
AEC-ACS	72	Equivalencies - Équivalents	0
DEP-DVS	0	LOCAL	10
AEP	0	ASP	0
CFMS-Semi-Skilled	2		
CFPT	6		
ASP	27		
LOCAL	8		

PORTRAIT OF THE CENTERS

	Kahnawake	Pessamit	Lac Simon	Listuguj
Personnel Stats:				
Teachers - Enseignants	12	4	14	9
Student Support - Soutien aux élèves	2	4	10	3
Administration - Administration	6	3	7	4





KITCI AMIK RAEC

UNDER THE DIRECTION OF MR. MARTIN ADAM

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

The school welcomes its students in 3 pavilions: Lac-Simon, Pikogan and Val-d'Or. In addition, we offer assisted distance education adapted for various communities such as Mashteuiatsh, Rapid Lake, Kitigan Zibi, Pessamit and Winneway. In order to present the evaluation of our programs and report on the quality of the services we provide, here is a brief analysis of the evolution of the results obtained for the year 2021-2022.

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

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

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

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

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

Highlights included

Customized training, adapted to the needs of the students.

Excellent collaboration with the resources of the Pikogan community.

Support workshops for UQAT students: For the past 3 years, we have been collaborating with UQAT by giving academic support workshops in English as a mother tongue, adapted to the needs of their student teachers. At the request of the students and with the person in charge of the URFDEMI (Lily Bacon) and the professor assigned to the group, we have renewed the collaboration. The flexibility of the meetings (schedule, content) and the availability of our teacher made it possible for the project to continue.

Training in socio-professional integration :

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

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



KITCI AMIK RAEC

UNDER THE DIRECTION OF MR. MARTIN ADAM

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

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

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

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

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

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



PESSAMIT RAEC

UNDER THE DIRECTION OF MS. MARIE-JOSÉE SIMARD

E UAUITAKANIT :

CRÉA-Pessamit shenamupan utshishtikana ushkau-pishimu 2022 nite 2 etashtet Ashini. Ka aiat katshishkutamatshetshuapilu Ilnu-takuaikan Pessamit ekue tshi utinakanitau katshishkutamuakanishiht nite ussi-atusseutshuapit tekuat nite 15 etashtet Utipan, nana takuatshi-pishimu 2022. Ne ussi-mitshuap 5 itatina tshishkutamatshu-katshipaikanishiht, 4 apatan uemut tekuanikau tshetshi tshishkutamatshanut (mishtikush-aimun, e atshitashunanut mak akalishau-aimun) mak peiku tshishkutamatshu-katshipaikanisht e pitutepaliakaniht ka alimutau. Kutaka nishu katshipaikanishiht apatan e tshishkutamatshanukuau atusseuna. Mekuak etshi-ishi-tshishkutamatshanut eukuan nakala ka ishi-tshishkutamatshanut (1 mak 2 ka itapiht kamamishishtiht), eshku eka nite kamamishishtiht e papalnanut, e pishupalikanit auen tshetshi milupalikut mak ka ishi-nutepalit tshetshi shaputuepalit e tshishkutamuakanit. Takuan e ashpitshishimuatshanut ilnu-aimun mak ilnu-aitun e tshishutamatshanut eku mekuak nitashuapatenan tshetshi tshissinuatshtit nite tshishe-utshimau-tshishkutamatshuunut mak kutak e ashpitshishimuatshanut e tshishkutamatshanut (nutshimit e uapataliuanut e aitananut). Kutaka tshishkutamatshuuna tshika uluipalitakana eukuan tshe aieshkushtat ne ka uauitamatshtet nite aishi-takuat mak e uitshuuet e tshishkutamatishunanut.

Nanitam tshi ituteu auen katshishkutamuakanit kie ma muku eshi-milupalikut. Katakut ut tshi tshishkutamakushiu auen netuelitak kie peikuan e tapipalitishut auen « atusseu mak tshishkutamakushiu » anitshenat katshishkutamuakanishiht ka atusseutshenat kie ka ui tshishkutamakushihit nite CRÉA, e nakatuelitakau utshishteikaikan-atusseunau.

Kutaka etshi ishi-uitshuuanukuau, eukuan auen ua tshisselimitishut tan tshe ishi-tshishkutamakushit kie tshi ueueshi-tshitapatakanlu pet ka ishi-tshishkutamuakanit. Tshi natuelitamu kie auen tshetshi aieshkulakanit kie ui pimipalit nelu TDG eshinikatelit. E uauitshiakanit auen nite e tshishkutamuakanit, ui nashakushit auen/eshi-tshishkutamatishut ui uitshikushit e peikussit tshi natuelitamuak nelua katshishkutamuakanishiht kie ma katshishkutamatshelit itishukutau. Neni uet takuanikau tshetshi uitshikut etatu tshetshi milupalit katshishkutamuakanisht.

Nite e tshishkutamatishunanukuau atusseuna, tshitshipalinanipan e tshitapatakanit eshi-tshishkutamatshanut FMS (atusseun eka alimit) nana uinashku-pishimu 2023, e uitshi-atussemakanitau ka atussetau nite CPE Nuitsheukan. Ne uet uitshi-atussemitunanut ui utitaikanu tshetshi tshitshipaliakanitau ka uitshuetau e tshishkutamaushutau e nakatuelimakanitau ka aiapishisishiht ume 2023-2024. Kutak tshika tshimatakanu CPE etshi utinakanitau luash 80 ishpish ume minuat pipun eukuanut aieshkulitishunanut tshetshi aieshkupitau ka atusseshiht.

Innu-assi Unamen Shipu natashtapan ka utinakau aimunlu nite ilnu-takuakanit tshetshi pushipalitau nite CSPNÉA eshinikatet, ishi-uilakanipan nana uinashku-pishimu 2023 tshishkutamatshu-tapishimitishun CRÉA-Pessamit. Ushkat nana tekushinitau uapikun-pishimu 2023, ekue nitshi-uauitamakutan tan eshi-nutepalitau Unamen Shipu nelu FGA eshinikatet mak e tshishkutamatshanukuau atusseuna.



PESSAMIT RAEC

UNDER THE DIRECTION OF MS. MARIE-JOSÉE SIMARD

Nika

ashuapamananat tshetshi minuat takushinitau tshetshi uanasse aieshkushtaiat ua ishi-atusseshtakushitau kie uanasse tshe itinamuakanitau mitshetuait tshishkutamatshanukau atusseuna tshe milupalikutau nite eshi-uluipallit utassiat mitshet atusseuna etshi pakassunanut. Tshetshi uanasse milu-uauitshiakanitau katshishkutamatsheht nite Unamen Shipit kie nite Pessamit, ekue utinakanipan ka atusseshtak atusseu-katshitapatakanlit nana shiship-pishimu 2022.

Tshetshi tshikanakutakanit ilnu-aitun ute nitatusseutshuapinat, natuelitamuakanipan tshetshi uitshiuat shuliat tetshe ne Patrimoine Canada ute nana ka tshitshipalnanut e tshishkutamatshanut. Eukuan utnatuelitakanipan tshetshi katshishtamuakanishiht mamitshetuait tutamuliakanitau e ilnu-aitunanut. Ekue nitapuetakutan ka ishi-natuelitamat, ekue tshi uluitaiakanipan nishuau ishpish e tatau 2 tshishikua nite nutshimit kie telipanat tsheshkutamukutau e ilnu-aititau (ashpikuashun, pishakan, piminueun). Shash minuat tshi natuelitamuakanu ne tshatapatak aianishkat-kanuelitashunlu tshishe-utshimat tetshe, mishta-apatat nitatusseutshuapinat tshetshi shaputuepalit kie tshetshi ashineuatshanut e ilnu-aitinanut.

Teu nasht ushkat kiatshtinat ukaluma D.E.S. eshi-uitakanit umelu nana uinashku-pishimu 2023. Shash peikupipuna ut tepan ute nikatshishkutamatsheutshuapinat. Tshika tshikanakutakanlu ka ishpish ushkuishtatishut ume anutshish uapikun-pishimu tshe miluatshimakaniht katshishkutamuakanishiht.

KA UITSHI-ATUSSEMIKUIAT :

Uemut mishta-apatat tshetshi tatau uatshi-atussemitakanitau tshetshi milu-atusseshtuakanitau katshikutamuakanishiht. Ne uatshi-atussemitunanut eukuan an e pimipalitanit e uauitakanit tshekuan, e uitshiakanit shuliat kie ma mamu e atusseshtakanit ua tutakanit tshekuan kie apatanlu e tshikanakutat utatusseun CRÉA. Eshpish tshishkutamatshanut pipun 2022-2023, ka uitshiuetau eukuannat : ne Conseil scolaire des Premières Nations en éducation aux adultes (CSPNÉA), Ilnu-takuaikan Pessamit, Ilnu-takuaikan Unamen Shipu, ne AREF (Aide au revenu, Emploi et Formation), ne Sports-Loisirs et vie communautaire, ne radio Ntetemuk, ne Fédération des centres de service scolaires du Québec, ne CÉGEP de Baie-Comeau, ne Centre de services éducatifs de l'Estuaire, Patrimoine Canada, ne Association forestière de la Côte-Nord, ne Cégep de Sept-Îles, ne Collège d'Alma, ne Université du Québec à Chicoutimi, ne Université de Sherbrooke kie peikuan katshishkutamatsheutshuap Uashkaikan.



KAHNAWAKE RAEC

UNDER THE DIRECTION OF MS. CARINA DEERE

Ohen:ton I:iete : Carina Deere

Ionkwatariwhatatiaton Kariwio2022/Iska'okon2023 Tsi Ionteriwhaienstakhwa

Kariwal: Tsi nahoten inkwatehontsohon. Entewak'shnienen ratiksa'okon:'a enhontohe'tste ronteweiensstakhwa tsinon:we Kahnawake, Kanesatake tanon Kane'ko:ta RAEC.

Ionkwai:tatie: Karistoraraks entewatste, enionkwahrori kanatakohro:non tanonne ni o:ni taste nonkwatinohnahoten ionkwaio'tatie tsinon Kahnawake, Kanesatake tanon Kane'ko:ta tsi interihwaienstakhwa.

Tsi notsi inkwatiientare ne ioio'te:		Oh naiawen'ne:
<p>A. Skatne Kane'kota wetewatkanisa, Tiohtia:ke ionteriwhaienstakhwa aorihwake. O:non waksa.</p> <p>B. Wa'tiomkwanahtaien:ta'ne tsi non:we Lasalle College, nen onkwehin:we Tiohtiake rotinakere ra'orihwake. O:nen waksa</p> <p>C. Senha e:so Ratiksa'okon:a teionwatehontsohon enhoteweiensstakhwa tsinon:weKanesatake tsi interihwaienstakhwa.</p>		<p>A. Jonkwatenro' shon'a ionkwatirihwahniraton. Rononha enhotihro:ri rotenro'shon:a ohnahoten ionkwaio'tatie tsinon:we Kane'ko:ta tsi ionteriwhaienstakhwaNative Montreal enhotikaia'ke kahkwashon' a.</p> <p>B. Onwa:ton 12 ratiksa'okon:a enhoteweiensstakhwa tsinon:we wa'tionkwanahtaien:ta'ne. Onkwa:ton tsi iewawenanotakkwa enhontste tanon o:ni ohnahoten Lasalle College roti:ien.</p> <p>C. Petal Mccomber ohenton i:ienteKanesatake makwati. Akonha eniakkoti"thenri ratiksa'okon:a.</p>
Tsi Nahoten ionkwarihonnieni:		Onkha iakorihonnia:
A. Kaio'tenshera tanon watken:se eniontkon:ion		Katheleen Yates
		Kaio'tenshera tanon katke kashon:
		She ionkwaio'ten

Kariwa2:Tewakatehontsonni senha eso konnonkwe nene ETP's tsi nonkwati Kahnawake,Kanesatake tanon Kanekota RAEC's enhateriwaienstane.

Tsi nahoten entewatste nonen ionkwarihonnia:		Ioio'te ken:
Ionkwatshenri oh nitsi enhontioten nonen kahnhoton tsi ionteriwhaienstakhwa. Akwe programs kawennarastha kaien.		Senha eso onkweshon'a rontatehontsonni ahonatashonteren ahontiwaienstakhwa.
Ohnahoten enionkwateweieste:	Onkha iakorihonnia:ni:	Kaio'tenshera tanon katke kashon:
Facebook, ionkwahiatons oh nahoten ionkwatariwhatatiaton tsi nonwe eastern door tanon Instagram. Tanon oni FNREAC web.	<ul style="list-style-type: none"> • Kaherine Dailleboust • Kaelin Montour • Petal Mccomber • David Mccomber • Wesley Norton 	Onerahtokha tanon kon'tatie Onerahtoko:wa 23siskare 2022 = 58 nihonti rontaweiensstaxe.



KAHNAWAKE RAEC

UNDER THE DIRECTION OF MS. CARINA DEERE

Kariwa 3:oh nahoten enhatio'ten skatne ohenton i:iete FNRAEC kanaren tanon akwe kahnawakehronnon.		
Tsi Nitewatierha: nene enkahiaton akwe kaienerahshera tanon tsi nahoten iakorihonnienni iakorihonnienne.		
lakorihonnien:ni :	loio'te ken:	
Ohenton i:iete tanon akonenra kontiwahsheronni nene iakorihonnienni kontiotatie.	Ahonatkenshera iakorihonnienni tsi akwekon ioianere tanon akwe ka'nikonhriio.	
Tsi nahoten entewatste nonen ionkwarihonnia:	Tsi nahoten entewatste nonen ionkwarihonnia:	Kaio'tenshera tanon katke kashon:
Ohenton i:iete tanon akonenra enkontiahton tsi nahoten kontio'tatie.	Carina Deere Fran Beauvais Petal Mccomber	Onerahtekha 10 siskare, 2022- kontatie tsi niore iakorihonnienni tehotiwa'sherako.

Kariwa 4:Skatne lonkwaio'tatie tohkara ni:kon tsi ionteriwaienstahkhwa nai'tekanatake tanon o:ia rotiohkhwa.	
Tsi Nitewatierha: lonkwarihonnia onkweshon:a tanon ionkwarihonnia tsi nahoten ronatehontsonni ahonnisha nene ahontohestste ionteriwaienstahkhwa.	
lakorihonnien:ni :	Kaio'tenshera tanon katke kashon:
FNRAEC tanon rotiohkwowennen skatne ionkwaiotatie ionkwarihonnia tsi niore enhontohetste tsi ionteriwaienstahkhwa. Nene ionkhienawase ahontio'tasheraien'ne ne kaio'tenshera.	Tsi nihonti wahontetste, ionkhienawense ahotientane kaio'tenshera.

Kariwa 4:Skatne lonkwaio'tatie tohkara ni:kon tsi ionteriwaienstahkhwa nai'tekanatake tanon o:ia rotiohkhwa.		
Tsi Nitewatierha: lonkwarihonnia onkweshon:a tanon ionkwarihonnia tsi nahoten ronatehontsonni ahonnisha nene ahontohestste ionteriwaienstahkhwa.		
lonkwarihonnia nene {PAB} tanon skatne lonkwaio'tatie Sir Wilfred Laurier tsi ionteriwaienstahkhwa tanon KHRO kaneshatake nonkwati, ationtahshawen Tsothorha 2021.	Tanu Lusignan Carina Deere Michelle Lamouche Petal Mccomber	Sheske'ko:wa 2022 {9 niwanitake enshateriwaienste, sok ashaienta'ne.
lonkwariwahtatiation tsi nahoten ionkwarihonnienni, kanesatake tanon nia'tekanatake o:ni.		Sheske'ko:wa 2022
Sheia'tarako onkweshon:a tsi nahoten ionkwarihonnia nene tsi ionteriwaienstahkhwa.	Tsi ionteriwaienstahkhwa Tsi ionteriwaienstahkhwa Adam martin Carina Deere Fran beauvais Michel Lapierre	Kontinaties...
lonkwatkanisa tanon ionkwariwanontha ahontiaton watkanisa, nene aoriwa tsi entewatkense ka'non ishes nene tsi ionteriwaienstahkhwa kaio'tenshera.		Tsothorha 2022
lonkwarihonnia nen aseienta'ne tewatsnie kahiatonshera'shon:a. awaton ensaioton tsi non tsi shakotitshenhta. Nia'tekanatake ionkwarihonnia. Kanatake Rapid/berrier Jake tanonnskatne Lac Simon RAEC.	Fran Beavais Isabelle amengoua Michel Lapierre	
Skatne aiakenitskoten tanon entewatkenshera to niore ishes nene tsi ionteriwaienstahkhwa kahiotenshera.	Kahnawake RAEC Lac Simon RAEC	
Ahshataweia'te, enshateweieste tanon enshatashoteran tsi nonwe isheskwe. Tsi Nahotenkahiatonsherake kahiaton.		



KAHNAWAKE RAEC

UNDER THE DIRECTION OF MS. CARINA DEERE

Kariwa 5: skatne ionkwaio'taties akwe tsi ionteriwaienstakhwa.

Tsi nitewatierha: Enhontkanisa yanon skatne enionkwaio'ten tsi awaton enshtohetste.

Sheia'tarako onkweshon:a tsi nahoten ionkwarihonnia nene tsi ionteriwaienstakhwa. Nene o:ni {A.S.P} tanon Quebec.

Ionkwatkanisa tanon ionkwariwanontha ahontiiaton watkanisa, nene aoriwa tsi entewatkense ka'non ishes nene tsi ionteriwaienstakhwa kaio'tenshera.{A.C.E} ionkwaien tanon kanenhriio. FNRAEC kawennarastha kaio'tenshesra ionkwarihonnia.

Skatne aiakenitskoten tanon entewatkenshera to niore ishes nene tsi ionteriwaienstakhwa kahiotenshera.

Ahshataweia'te, enshateweieste tanon enshatashoteren tsi nonwe isheskwe. Tsi Nahotenkahiatonsherake kahiaton.

Waseskin ionkwatkanisa tanon rononha tsi niionkwetake awaton enhonateriwaienstane.

Kahnawake Sec 84 ionkwaniikonriios tanon ionkwarihonnia nahoten onenektsi enshateweueste.

Tobi Diabo
Carina Deere

Mackenzie Kirby
Carina Deere

Angie Marquis
Raiatate Horn,
Alexis Shackelton,
Jessica Lee,
Harley Delarounde,
Isabelle Amengoua.

Barry Bonspille, Stan
Cudek, Carina Deere.

Lloyd Phillip,
Joanne Stacey,
Carina Deere

30- nikawista'e:ke tsi nokariwes nene high school kahiatonsheraien:ne. Tsi nikariwes tsothorko:wa nene nonwa, 19 nihonti ronateweiestonhatie.

25 nikawista'e:ke Microsoft 10 kawennarasta kahiatonsherotan enshaientane.

Oseronni'neha, first aid, tanon nia'tekon ensheweientehtane.

Enshateweienst ohnitsi tontasatashoteran enshaio'tatie.

Enshateweienst ohnitsi tontasatashoteran enshaio'tatie

Kariwa 6: Nia'tekanatake ionkwaio'taties skatne Corrections Canada and Provincial Correctional Iontatehhotonkhwa.

Oh nitewatierane: Ionkwaienawase ronnonha nene iontatehhotonkhwa ahotiiienta'ne kahiatonshera'shon:a nen ahotiiienta'ne kaio'tenshera.

Iakorihonnienn:ni : onkwarihonten entewatste none ionkwarihonnienni.

Entetewatharen tsi nahoten onenektsi enshateweienst nen kaio'tenshera.

Ioio'te ken:

Ionkwarihonnia tsi nahoten onenektsi enshateweienst ohenton tsi niore enteshatasawen enshaio'ten.

Tsi nahoten entewatste nonen ionkwarihonnia:

Ionkwaien kanenren'shon:a nene ASP, FIRST AID tanon eso she ionkwarihonnia.

Tsi nahoten entewatste nonen ionkwarihonnia:

- Petal McComber,
- Caroline Levesque,
- David Dailleboust,
- Carina Deere.
- Bradley Kouri

Kaio'tenshera tanon katke kashon:

She ionkwaio'tatie ne kiken.



LISTUGUJ RAEC

UNDER THE DIRECTION OF MS. LORNA SOOK AND THE CO-MANAGEMENT OF MS. MYRNA SOOK AND MS. BELLA MOFFAT

1. Niganite'tmeg ugjit 2022-2023

Wejo'tmeg Pilei, siggewei tepgunsetewei(Penatmuigu's – Nipnigu's)

Pilei siggewei tepgunsetewei poqtamgiagal. Penatmuigu's aq gaqiap nipnigu's 23rd, aq gina' masuti'l siawtegepn tantel teq'pnn, aq nei'atuegpn gegina'matimgewe'l na'jel a, aq maw listugujewel awti'jil ugjit ai'l'gan wen, liqpenigenn el'tas'gl, giwto'qopultieg aq agnutma'tieg, gisigu'majuinu pisgwa't aq wisungalut wen aq tgnie'muo'guom el'ta'ieg. Nipugtug so'qita'ieg ag ma'susi'l megnmegl aq najiws'g'tieg, wejo'tmeg Listugujig nipugtug aq maw tapi'g, majjoqtelign.

Ansue'g mu pegisinug'p tan wen gina'musinen tan tel el'tuegl saqalo'piel magot, pas naqa ap wejo'tmeg tgo'nug maw pilei nujjgina'muetewinu.

Geggina'magjig pileil gina'masuti'l ugjit tan tewpunoltijig.

Tewipunoltijig wejo'tmi'p as'gom aqan'tie' uti'l mi'gmawe'l aq mi'gmawe'l gina masuti'l

Gaptmg gegina' mujig, musga'tujig tan telimgn'mnma'susi'l tapi, usgewaqan aq eig a'tuqwewinu ugjit agnutmn tan teliaq'p gis sa'q ula tet.

Pilue'l gino'masuti'l wiagiagal ewi'tas'gpn a'qataig na'gweg ge's aqan'tie'uti aq ajipjulutpni'g ugjit tan tel mawlugutimg, piltuanqita'sin, tan tel gisaptnm qogwei aq tan tel gise'n aq mu talegnug wesgewe'n.

Ignn pugua'tuegp gsnugowaqan, st'e wesam miliangita'suaqan wen, taqawajeg' wen.

Eg gegnu'tmasuimig ms't wetapeg sultijig piue'l wigman, eg egun mi'titl a pagonmatuti ugjit wen nuta'mat.

Ilasqa'lutimg eteg ugjit neqmow, apagon mujig tan wen geqqung ste'e asgaiug goqwei, taqawa jo'gon na wejiag welo'gan aq apoganmujig ugjit wen me'wel'gwijing aq telo'tegetultijig pa tampas gogei gisataq.



LISTUGUJ RAEC

UNDER THE DIRECTION OF MS. LORNA SOOK AND THE CO-MANAGEMENT OF MS. MYRNA SOOK AND MS. BELLA MOFFAT

Ula apaqonmating ugjit lugowinu'g maw, ajipgul as'g ugjit tajigolting tan elugutieg ms't wen me'welo'teget.

Gina'masuin'u'g wejo'tmi'p ugjit wen getu' panna wijganawen aq as yom agan'tie'util teligpetaws'q'p aq social services ajipjlututmi'p tan goqwei ewi'tas'g'pna, uleiasi j wen, tan tel angweiasin ag tami wetaqein aq tagogwei winjig niguag wen.

EG rige' me'ajipjtueg me'tajigen'n wen, aqnutas'g me'uteiasin wen ula toqwa' 2023 ugjit tantel ul'gwej wen.

Ignmuatmeg, wi'gatign aq apogon' maqatjig tewipung ugjit me'apoqanmasin wen tan telig pitawsin gisn na tan telawsin.

Ignmuatmeg aq ajipjutueg ugjit tewipunoltijig gina'masminu'g gigji aqatmnen mimajuagan ugjit me'. Tajige'n wen. EG na we'jitaqan ugjit ajipjutmn gina'masuti ugjit ms't wen uligsualan jelia' tan wejien, aq tan wenin ms't wen nenuitelmusin, aq ms't wen telo'tegen st'e migua'lulsin aq gsalulsin.

Na nige'a tangoqwei gina'mujig gis siawita'taq tan teligpitawsultij aq me'atawe' tew wen, getlams' tasinates gmn ta'goqwei puatm ugjit tan teligwet ugjijaqamijl.

Gesmoqja'tueg Elawsimgewei gina'muo'guom ula tet listugujg a maw giwto'tegl ugijan ji'jgl.

Ajipjulas'g EG fb aq maw lete aq mimajuinu'g telima'tijig igtigig mimajuinu'g aq tan teluiq na ajipjulas'g EG ag me'ajigululg na. Listugujewa aq ajipjul'mit EG ugjit tan wen negmow apoqonmua'jig st'e SSD. (LMDC) social assistant, SQ, etc. Gina'masuinu'g apoqonmati'l mutu a egnua'tujig wigmaq aq witapuag ugjit aji gina'masin wen.

Wenqa'tueg tan te'sit gina'masuinu'g

EG enrollment for 22/23 surpassed our expectations. Total number for this year in adult ed was 28. Of which 26 were registered for the Secondary V Diploma, 1 was registered for the GDT, and 1 was registered for Academic Upgrading.

EG gina'masuinu'g ugjit 22/23 na pa'qalaultieg tan te'sip ula newtiplunqeg tapuisagaq jel ugumuljin te'sipniq aq tapuisgag jel as'gom pisqu'wi'gult'piniq secondary V, newte'jit GDT aq newte'jit ugjit me'ajiglu'sin gina'matimqewei.

EG Megite'tmi't as'gom te'sultipnig saputita'gul'tipnig

EG is very proud to announce there were 6 graduates that completed their SSD this year.



LISTUGUJ RAEC

UNDER THE DIRECTION OF MS. LORNA SOOK AND THE CO-MANAGEMENT OF MS. MYRNA SOOK AND MS. BELLA MOFFAT

Gisaptmeg aq wejo'tmeg AEP togwaqji'jgl gina'masati'l

Mu Wejeiwas'tgnug'p AEP pas naqa gisutas'g'p ugjit mawol'tijig mijuaji'jg pana's'tgn ala togwa' ga'qa tas'g'p

Lugowaqann, minu'gitas'q'pn wi'gatignn aq mawio'mi pemiaqapn maw federation aq Riverside School Board

Listugujewei gis nmites f.b getug ji'tun tan goqwei wejgu'aq ugjit AEP's.

Pemiaqpn mawio'mi'l aq maw alsusul'tijig ugjit aqatmn AEP wi'gatignn aq tan teli apoqonmuaten ula's'tgn ugjitegmow.

Megtuigas'g tan ugjotesnen suliewei aq tan tlawtitew, gisna tan telawtigle gina'mutimgl.

2.Gisaptas'gl tan goqwei gisa'tas'g

Pilei siqgwewei wi'gatign: nipugutug gina'matimg (Penatmuigu's – Nipnigu's)

Wejeiwatas'g pilei gina'matimgewei wi'gatign ugjit nipugtugewei aq gu jumugewei ula penatmuigu's. Siawa's'tgtew glapis sigunug 2024

Tewipunoltijig ginu'masuinu'g aq lugowinu'g wejo'tmi't tlisutie te'sigisg'g.

Mawa'tueg tli'suti te'sigisg'g aq wegetueg gina'matimg aq nige' tewipunoltijig gina masuinu'g me'ijga'gei'tu'tij tli'sutin'muo aq apje'gl teluemgewei'l wegetu'titl tawjiw agnutmatultijig.

Te'sigisg'g gigina' matimgewei'lagnatmaqan wiaqiaqal gegin'a matimgewei'l mawa'tas'gpn aq gis wije me'maw aqnutmi'jig aq mi'gmawi'sultig

Lugowinu'g aq tewipunoltijig gina'masuinu'g tetaite'tas'g siawi gegina'masultnen Mi'gmawei ula toqwa' 2023

AEP toqwaqji'j we'gatign

AEP alsusit siawlugwatq ula toqwa'g ji'jg wi'gatign aqatg temgewei fb aq siawi ultesquajig pilue'g alsusi'g uj jit agatas'tgn AEP gegina matimgewei'l ugjit negmow migma'tas'tgn.

Ula AEP alsusit a, siawatew ugjit pilue'g aq mawlugutitaq glapis gaq'tas'g.



LISTUGUJ RAEC

UNDER THE DIRECTION OF MS. LORNA SOOK AND THE CO-MANAGEMENT OF MS. MYRNA SOOK AND MS. BELLA MOFFAT

3. EG pemigweg welgwija'tagan gisutas'g'l

Ajipjutueg angweiasin wen aq welo'gon

Ilasga'tuti migua'toq'p ms't wen EG aq siawa's'g ula toqwa' 2023

Uleiasin wen ajipjutas'g'p ugjit tewipunol tijig gegina'masuinu'g ugjit ge'itmg ge's newti pungeg at nemian wen malpale'wit, el'toql gis na eltaqte' muatle, aq maw wipitej, aq lasqu'g mu'gaqapegsiwg st'e medicare.

E'wmeg AGS ugjit tan telinpilsit wen, sti wigplusin, agnutmaqan aq altasmuaqan aq wen angite'tmn mimajuaqan.

Tewipundtijig wejo'tmi'p tan tel we'jitas'g m'lgigno' tige'gina'masuti tan ignmujig tli'suti tan gegnua'tujig, pamu' etenug goqwei tan ma'gisatun. Ula m'l.gigno'ti aq tan westawlen gis wegetes ugjit tan teli ula'tegetes te'sigis'g maw mimajuaqan. Tan wen wejo't'g'p ula lugowaqan na migua'tas'q'p mamunjew

EG lugowinu'g ajipjulatas'g wel'gamigsin wen a weleiat ms't wen, wantaqten tan wigin, angita' suagan gelulg, mu etagei'un, nenuieltegen aq anqweiasultnen ms't.

Gina'matimg Mimajiaqan

EG nuji gina'muetweinu'g ewegetas'g'p nat goqwei piluei, mawa,tas'q'p t'e nemitas'g goqwei aq wel'lugweg'l ugjit EG me'ajipjiluljig, siawa'tueg ula tan tel gina, masij wen.

EG agatas'g'p tan teliaq'p ula tan wigultiwg, Mi'gmagi aq gegina'masuinu'g nemitutip tan gis sa'q utgotamgl eteg'l, aq maw espe'gl

Gaptm gina'masuti mawa'tas'g'p usgewagan, ma'susi'l aq tan tapi tel e'w'j

Wissugwatimgewei ula EG, wissugwatigipnig ugjit LETE Mawiomi wesgowa's'g'p aq migua tas'g'p

Mi'gmawe'l gina'masuti'l gigo' gopia'ti jig a'tugwewinu pisqwa't gisigu' ges tepgunset pas na mu alt pegisinug'p Pas naqa pisgwa'p newte'jit aq gise'g'p aq weligji toqop tan teliap Listuguj aq me weligpji'toqopn gina'masuinig tan teligwep ula Listuguj. EG ajipjultew me', ula toqwa' 2023

Lugowinu'g angweiasultijig

EG lugowinu'g wejo'tmi'p disc gina'masti ugjit me'gistaga'sin wen aq me'ul'lugwen, mawlugertimg aq iganpuguasen wen aq nata ilsuteget wen.

EG lugowinu'g wejo'tmi'p tapuaggigwat nemitegen aq wesgu'tas'g'p tan tujiw gisataq. ila'sin aq ul'gwijin wen court. Jordan's principle wampum-cism aq Moncton Centre of excellence pugjit FASD.

Eg lugowinu'g el'ta'paig Kahnawake's metla'sipunqegewie papuagan aq mawa'tas'g'p caucus mawio'mi aq tan telo'teget wen ugjit lugowinug.

EG tetaqite'tasig ugjit ita'tastgn ap igtig newtipunqeg apt sqate'tas'g'g'p ula togwa' 2023, pile'l awti'l ilsutaqan pilei'l aq pilue'g gina'musuinu'g.



FNAESC

**REGIONAL
PROJECTS**

2022 / 2023

REGIONAL PROJECTS

BUSINESS SERVICES

Year 22-23 marks the 5th year of activity for the FNAESC Business Services Department. It offers conferences, webinars and workshops to support the integration of Indigenous knowledge into CEGEP courses, as well as the development of Indigenous curricula for Quebec organizations, colleges and universities.

Active participants in collaboration with our regional pedagogy advisors are:

Dawson College Montreal John Abbott College Montreal Vanier College Montreal Lionel Groulx College Montreal Cégep de Lanaudière Université du Québec à Montréal Université du Québec au Témiscamingue	South shore school board Cree School Board Centre des femmes du Haut- Richelieu Centre des femmes l'Essentielle Centre de solidarité lesbienne Kativik School Board	Kateri Memorial Hospital Fédération nationale des enseignants du CSN Fierté Montréal Fierté Charlevoix FNQLHSSC Desjardins CALACS Telus
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The SAE program aims to provide high-quality adult learning environments focused on culturally relevant, student-centered learning, in a safe and healthy environment that reflects First Nations values and enables students to acquire the knowledge and skills necessary for future educational endeavors and employment.

Here's the variety of services that have been in demand for 22-23

Box and circle workshops Blanket exercise Medicine wheel Decolonization Gender and sexuality Family violence Aboriginal history Residential schools	A'nowara Student Services Native Studies and Elders Aboriginal Advisor Aboriginal realities Aboriginal Approach Native pedagogy workshop series
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What's New

This year, the educational consultants were heavily involved in the development of the Nunavik history curriculum for the Kativik School Board. Monthly meetings with elders and Inuit knowledge-holders, and ongoing writing, culminated in the production of the first curriculum for four history courses to replace the Ministry of Education's (MEES) history courses. The program was submitted to the latter in [November, 2023](#), and course development continues.

The systematic approach to diversifying courses on the Aboriginal approach has made it possible, despite the obstacles, to ensure a structure, with the resources allocated to it, and to welcome a new clientele and serve new customers. The FNAESC is therefore making every effort to set up sessions aimed at raising awareness in various circles of Aboriginal realities and the issues facing Two-Spirited people from these communities. As a result of colonial and residential school efforts, individuals from our nations who identify as LGBTQIA2S+ struggle for their identity in family and social situations that are not always open to diversity. These presentations focus on issues of Identity development, stressors and resulting mental and physical health problems.

REGIONAL PROJECTS

BUSINESS SERVICES

Following the study of Indigenous LGBTQ+ families for the period 2000-2021, the FNAESC helped create and support a new organization. Established in January 2023, the Indigiqueer Circle is set to grow, while taking concrete action to become the premier Two-Spirit/LGBTQ+/Indigiqueer organization locally, regionally, nationally and internationally. The position of Executive Director has been filled by Vincent Jeannotte - L'nu de Gespeg - who is responsible for the smooth running of the organization, its development and compliance with legal and regulatory obligations. He is supervised by a member of the FNAESC staff, funded by Crown-Indigenous Relations and Northern Affairs Canada (RCAANC - CIRNAC).

FNAESC is also involved in two research projects. In partnership with the Université de Montréal and the University of Florida in Orlando, a study was carried out on the resilience of Two-Spirit/LGBTQ+/Indigenous youth living across the territories now known as Canada. The results will be presented at the ISRI International Colloquium at Tilburg University in Holland in early June 2024, and shared in a published article.

During the summer and fall, FNAESC conducted a survey for Dignity Network Canada (DRC) and EQUITAS, among Two-Spirit/LGBTQ+/Indigiqueer organizations across Canada and elsewhere, regarding the need for project engagement in countries eligible for Official Development Assistance (ODA). A report was produced and submitted in [December, and](#) will form a central part of the RDC's international meeting in Ottawa in May.

REGIONAL PROJECTS

APPRENTICE

INSPECTOR TRAINING

Objective: Develop an AEP/training apprentice inspector

A housing crisis is currently afflicting all Indigenous communities in Quebec and across the country. Problems include overcrowding and outdated housing conditions that don't meet minimum National Building Code standards. Added to these issues is the reality of migration of members living outside First Nations villages. The need for housing will become increasingly acute in the years to come. Between 1999 and 2011, Quebec's First Nations population grew at twice the provincial rate. Among the province's First Nations populations, 45% are under the age of 25. It should be noted that the regular annual construction rate for FNs in the Quebec region is estimated at around 250 housing units per year. What's more, the AFNQL's housing needs study shows a need for the construction of over 10,000 units to achieve parity with the allochthonous population, and many of these units are or must be built in remote regions.

The First Nations Adult Education School Council (FNAESC) wishes to implement an apprentice inspector training program to fill the gaps in the communities.

In partnership with the Centre régional en éducation des adultes de Kitci Amik and the Grand Council of the Waban-Aki Nation, the objective is to develop and implement a semi-specialized trade training program for apprentice inspectors to meet the obvious need for building inspections in aboriginal communities. It's a collective project to develop skills for the benefit of all communities.

The long-term objective is to develop a partnership with the MEQ to obtain certified recognition for the semi-specialized building inspection program, which will be developed as a prerequisite for the Attestation of Collegial Studies (ACS) in building inspection via the Cégep de La Beauce and possibly the Kiuna Institute. We're promoting this educational pathway because, at the end of this certification, graduates will become members of the FNNBOA, which is an added value to their communities.

Our collaboration with the Waban-Aki Nation Council and more specifically with the master trainer, Mr. Jean Dumont, can lead us to a more extensive collaboration because the results of this project can be implemented not only on a provincial level but also on a national level.

The objectives are:

- Build capacity within communities to meet residential building inspection needs;
 - Train apprentice inspectors to support inspectors who are often overworked and overwhelmed by the situation in the field.
- Remote communities require more travel time at the right time for construction projects, with a need for remote assistance with adapted methodology;
- Improve the capacity of organizations dedicated to employment and training by supporting skills development to generate and sustain economically viable and sustainable collective activities in their communities.

Expected results at the end of the project

- Meet the growing demand for building inspections within communities;
- Develop new training to meet housing needs.

REGIONAL PROJECTS

HYBRID CONSTRUCTION TRADES PROGRAM FOR QUEBEC FIRST NATIONS

The project includes 7 major objectives that can be broken down into 2 areas of capacity development:

A- Building the capacity of First Nations communities

1. Develop housing infrastructures; meet community needs in terms of housing and housing infrastructures in the territory.
2. Develop a local construction workforce; train individuals from the community to acquire skills and qualifications associated with the construction field.
3. Promote the use of local resources.
4. Promote economic development in the community.

B- Building the capacity of FNAESC and its partners

1. Develop/experiment with a model construction skills training program for First Nations.
2. Replicate this model construction trades training program for transfer to other First Nations communities in Quebec.
3. Transpose this program model for workforce development in other sectors.

Project conception practices based on two pillars:

- Cultural pedagogy by and for First Nations
- Pedagogy of success

The training project is designed to meet the needs of First Nations communities. In this sense, the project is based on andragogical conception practices that take into account certain First Nations cultural specificities.

Benefits of the project for the actors involved

Short-term benefits for the Gesgapegiag community: Strengthen workforce capacity

- Train a team to build cottages for low-cost construction.
- Extend production to family homes in the community to help alleviate the housing shortage.
- Explore the most appropriate approach for this type of vocational training, and how it could be used to address other human resource needs in the community (capacity building in other sectors of the community).

Short-term benefits for learners/participants:

- Engages those who might be disadvantaged in traditional training approaches
- Improved perseverance and increased likelihood of successful program completion
- Increased access to and retention of stable, skilled employment for participants
- Increased income and benefits
- Improved basic and technical skills
- Improved learner confidence and self-efficacy
- Increased motivation through the use of meaningful contexts
- Improving access to higher education

Short to medium-term benefits for First Nations communities in Quebec:

- Explore how this training approach can be exported to other First Nations communities in the province of Quebec.
- Explore how the First Nations Adult Education School Board (FNAESC) can expand its mandate to develop and deliver vocational training;
- Increase the capacity of the FNAESC to respond to more of the learning needs of Quebec's First Nations communities, thereby enabling greater autonomy for First Nations communities and institutions in the field of vocational training.

Long-term benefits for First Nations communities in Quebec

- Cultural change for all interveners in the First Nations adult learning ecosystem that will lead to:

- oNew training practices
- oNew program conception practices
- oNew training human resources development practices
- oNew community partnership practices

Adapt government program guidelines and public policy structures to enable greater First Nations autonomy in vocational training.

REGIONAL PROJECTS

MOBILE UNIT IN THE CONSTRUCTION TRADES

The Mobile Unit in Construction Trades project has been in ideation and planning within the First Nations Adult Education School Council's organization since 2020. It is or will be implemented in four stages:

Feasibility study 2020-2021

1. Drafting of a business plan: 2022-2023
2. Design and construction of mobile unit and infrastructure 23-24
3. Commissioning in 2024

July 2022. Planning activities resumed with the selection of an external firm to draft the business plan. This will include the following components:

1. Ten-year operational plan;
 - a. Market analysis: Community needs
 - b. Identification of training programs
 - c. Resource nomenclature:
 - d. Equipment and tooling
 - e. Human resources
 - f. Perishable material resources
 - g. Support resources
 - h. Realistic 10-year training deployment schedule
 - i. Financial analysis

2. Identification of funding sources

Note: to support the work of the firm developing the business plan, FNAESC has assigned a coordinator. The coordinator also works on the strategic development of partnerships with other organizations and communities.

August 2022 - Visit to Thunder Bay by Oshki-Pimache-O-Win: The Wenjack Education Institute who own and operate a mobile unit comparable to the needs identified by CSPNEA. Discussions and communications have been ongoing with them since May 2020.

September 2022 - Visit Innovative Trailer Design Industries (ITD) and their facilities in Mississauga, Ontario. ITD conceptualizes and designs specialized equipment. This firm designed the equipment for Oshki-Pimache-O-Win: The Wenjack Education Institute.

September 2022 - Presentation of the project and concept by representatives of Oshki-Pimache-O-Win: The Wenjack Education Institute of the mobile unit in the construction trades to the Housing Community of Practice at the AFNQL-CoPH Assembly held in Quebec City.

October 2022 - Presentation of the mobile construction trades unit project to the new Pessamit political bureau.

November 2022 - Presentation of the project to the Table Innue en habitation at their meeting in Uashat.

Optional - May 2023 - Presentation of the progress of the business plan drafting project and its content to the Ministère de L'Éducation du Québec and Indigenous Services Canada.

REGIONAL PROJECTS

COPH

Activities

v Participation and collaboration in webinar presentations:

Ø Radon session (June and September).

v Participation in meetings:

Ø Asset management training;

Ø AFNQL: AFNQL regional meeting on housing (virtual);

Ø AFN: Annual General Assembly ;

Ø TRIGH: Innue regional table of housing managers;

Ø AFNQL & CoPH - AFNQL regional housing meeting and mobilization session on housing and infrastructure;

Ø CHTC: Exchange to share opportunities for collaboration with the Community Housing Transformation Center;

Ø McConnell Foundation: Exchange to share opportunities for collaboration with the foundation;

Ø Working group on the mental health of housing managers;

Ø CoPH annual meeting February 15-16, 2023;

Ø APN: Table on skills development;

Ø AFNQL, ISC, FNAESC, PoCH: exchange meetings every 2 weeks on average;

Ø FNAESC: Team and follow-up meetings;

Ø CoPH: Committee meetings.

v Collaboration with Waban-Aki Nation's Circuit Rider Housing Trainers and Grand Council on the Housing and Management Capsules project.

v Collaboration with ISC for the publication of the On-Reserve and Community Housing Initiative 2021-2024 for fiscal year 2023-2024 on the CoPH website and Workplace

v Cohorts of the AEC housing management for First Nations in Quebec:

Ø Participation in student meetings and welcome session;

Ø Workplace support

v Workplace management

REGIONAL PROJECTS

AEC HOUSING MANAGEMENT



OVERVIEW OF STUDENT SUPPORT SERVICES 2023-2024

AFN Housing Conference was held in Toronto 2 SUDENTS attended and participated in conference and had opportunity to exchange housing related issues and attend workshops related to First Nation Housing, and 4 COPH MEMEBRS ATENDED . 1 REFER FOR FUNDING ASSISTANCE BOURSE / REFER JORDAN PRINC TRANSPORT MEDICAL APPOINTMENTS

SPECIAL OUTREACH TO COMMUNITY EXPERIENCE FOREST FIRE EVAC

2 referred for CEES - EQUIVALENCE FOR SECONDARY STUDIES

FNHPA 2 STUDENTS AND 2 COPH ATTENDING EDMONTON

Garduation cohort 6 Housing Management Program - Celebration CoPH event gathering on Housing.

OUTREACH SOCIAL EMOTIONAL SUPPORT SOCIAL EMOTIONAL SUPPORT AND POSTVENTION SUPPORT FOLLOWING LOSS

HOLIDAY MESSAGE SUPPORT RE HOLIDAY COPING AND REFERRAL NUMBERS

PROMO FLYER AND PROMOTIONAL OUTREACH FOR COHORT 8 HOUSING MANAGEMENT

MENTAL HEALTH WEBINAR ATTENDANCE - AB

FNAESC STUDENT SUPPORT SERVICE	EMAILS	TEXT	WORKPLACE	CALLS	ZOOM
APR	71	57	58	16	1
MAY	72	63	48	13	
JUNE	67	45	340	12	
JUL	27	39	151	1	
AUG	208	41	11	16	
SEPT	31	12	27	4	
OCT	52	36	28	3	
NOV	20	46	25	2	
DEC	24	19	12	3	
JAN	500	38	346	8	
FEB	156	36	158	16	
MAR	32	15	9	14	
TOTALS:	1260	447	1213	108	



FNAESC

**AUDITED
FINANCIAL
STATEMENTS**

AUDITED FINANCIAL STATEMENTS

Management's Responsibility

To the Trustees and member communities of First Nations Adults Education Trust I:

The accompanying financial statements of First Nations Adults Education Trust I are the responsibility of management and have been approved by the Trustees.

Management is responsible for the preparation and presentation of the accompanying financial statements, including responsibility for significant accounting judgments and estimates in accordance with Canadian public sector accounting standards. This responsibility includes selecting appropriate accounting principles and methods, and making decisions affecting the measurement of transactions in which objective judgment is required.

In discharging its responsibilities for the integrity and fairness of the financial statements, management designs and maintains the necessary accounting systems and related internal controls to provide reasonable assurance that transactions are authorized, assets are safeguarded and financial records are properly maintained to provide reliable information for the preparation of financial statements.

The Trustees of First Nations Adults Education Trust I are responsible for overseeing management in the performance of its financial reporting responsibilities, and for approving the financial statements. The Trustees fulfil these responsibilities by reviewing the financial information prepared by management and discussing relevant matters with management and external auditors. The Trustees are also responsible for recommending the appointment of the Trust's external auditors.

MNP S.E.N.C.R.L. s.r.l. is appointed by the Trustees and member communities to audit the financial statements and report directly to them; their report follows. The external auditors have full and free access to, and meet periodically and separately with, both the Trustees and management to discuss their audit findings.

e-Signed by Tanu Lusignan
2023-09-19 14:29:10 GMT

Executive Director

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 "Trust"), which comprise the statement of financial position as at March 31, 2023, and the statements of operations, accumulated surplus, changes in net financial assets and cash flows 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 Trust as at March 31, 2023, 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 Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

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

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

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

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

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

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

In preparing the financial statements, management is responsible for assessing the Trust'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 Trust or to cease operations, or has no realistic alternative but to do so.

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

AUDITED FINANCIAL STATEMENTS

Auditor's Responsibilities for the Audit of the Financial Statements

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

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust'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 Trust'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 Trust 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.

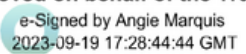

Montréal, Québec

September 19, 2023

MNP¹ SENCRL, S.F.

AUDITED FINANCIAL STATEMENTS

First Nations Adults Education Trust I Statement of Financial Position *As at March 31, 2023*

	2023	2022
Financial assets		
Cash	190,313	789,922
Accounts receivable <i>(Note 3)</i>	2,384,520	1,095,112
Advance receivable <i>(Note 4)</i>	313,310	-
Total assets	2,888,143	1,885,034
Liabilities		
Accounts payable and accruals <i>(Note 6)</i>	2,031,954	1,135,974
Advance payable <i>(Note 4)</i>	-	44,657
Deferred revenue <i>(Note 7)</i>	402,630	439,837
Funding advance <i>(Note 8)</i>	301,580	-
Total liabilities	2,736,164	1,620,468
Net financial assets	151,979	264,566
Non-financial assets		
Tangible capital assets <i>(Note 9)</i>	6,810	8,554
Prepaid expenses	42,089	6,855
Total non-financial assets	48,899	15,409
Accumulated surplus	200,878	279,975
Approved on behalf of the Trustees		
 2023-09-19 17:28:44:44 GMT	Trustee	 2023-09-19 14:28:42:42 GMT
		Trustee

AUDITED FINANCIAL STATEMENTS

First Nations Adults Education Trust I Statement of Operations For the year ended March 31, 2023

	Schedules	2023 Budget	2023	2022
Revenue				
Ministère de l'Éducation et de l'Enseignement supérieur (Note 10), (Note 12)		5,864,200	5,864,200	5,360,000
Indigenous Services Canada (Note 11), (Note 12)		2,637,822	2,813,523	2,121,782
Canada Mortgage and Housing Corporation (Note 12)		-	-	21,500
Provincial funding (Note 12)		5,000	5,000	-
		8,507,022	8,682,723	7,503,282
Assembly of First Nations Quebec-Labrador		99,981	99,981	237,350
First Nations Human Resources Development Commission of Québec		-	-	87,490
Interest income		-	12,445	3,501
Kanesatake Health Center		-	-	35,835
Other revenues		523,700	654,665	131,235
Deferred revenue - prior year		439,837	439,837	222,618
Deferred revenue - current year		(426,499)	(402,630)	(439,837)
		9,144,041	9,487,021	7,781,474
Program expenses				
Ministère de l'Éducation et de l'Enseignement supérieur	2	3,889,705	4,162,142	3,262,859
Indigenous Services Canada	3	1,833,206	2,033,195	1,431,284
Crown & Indigenous	4	69,000	68,581	-
AEC - CoPH	5	383,065	383,065	136,935
Business services	7	352,821	736,182	234,082
CMHC	9	-	-	27,637
Capital	10	-	2,814	3,534
Total expenditures (Schedule 1)		6,527,797	7,385,979	5,096,331
Surplus before allocations to regional adult education centers		2,616,244	2,101,042	2,685,143
Allocations to regional adult education centers		(2,161,466)	(2,180,139)	(2,681,673)
Surplus (deficit)		454,778	(79,097)	3,470

OUR TEAM

Tanu Lusignan, Executive Director

Diane Gabriel, CFO

Francine Comeau, Administrative Assistant

Diane Labelle, Regional Pedagogical Counsellor

Patrick Robertson, CoPH Coordinator

Cheryl Gabriel, Student Support Worker

Tracy Rosen, Learning Management Pedagogical Consultant

Hermel Bégin, Development Coordinator

Lorna Sook, Governance Consultant

Ramelia Chamichian, PoCH Project Manager



FNAESC

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Knowledge guides our Nations**