

# FIRST NATIONS ADULT EDUCATION SCHOOL COUNCIL

---



*Les Savoirs guident nos Nations  
Knowledge guides our Nations*

# ANNUAL REPORT 2022



# 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 2021/2022

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 2022-2023 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. Certainly, with the pandemic, a shift to respecting all protocols with regards to Band Council Covid-19 policies are respected. 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 Wemotaci, and soon be developed in the urban area of Roberval, have shown to be innovative and inclusive of their respective needs.

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 these trainings: AEC Housing Managers, Radon Training, AFN Asset Management course, CCQ evaluations prep, recognition of acquired competencies in the construction trades. This has also led to developments of new short-term training certificates with the MEQ to meet community demands 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 Mr. Bud Morris, and Ms. Marjolaine Thernish as Trustees for the FNAESC, and for their leadership, and welcome Ms. Angie Marquis, and Ms. Sylvie Pinette to the FNAESC. We always keep the students at the heart of our decisions.

Thank you,

Respectfully,

*Tanu Lusignan*  
Executive Director

*Richard Jalbert*  
President



# HISTORY

---

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

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

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

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

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

# HISTORY (CONT'D)

---

In 2014, the Chiefs mandated the First Nations Adult Education School Council (FNAESC), which is the administrative branch of the Trust, to expand its services by supporting the opening of a regional adult education center in Uashat mak Mani-Utenam. In addition, the Chiefs wished to see more services offered within communities through the offering of satellite services as well as vocational training in the construction trades. Since then, service centers have opened in Kanesatake, Gesgapegiag, Pikogan, Val d'Or and Montreal and several vocational training programs have been offered in collaboration with provincial school boards.

These changes led to a reflection on governance within the FNAESC. This resulted in the addition of Trustees to be appointed by communities receiving services by FNAESC regional adult education centers. The appointment of Trustees by regional organizations also shifted to enable equal consideration for each of the regional organizations servicing the same clientele as the adult education centers. Finally, the reflection reaffirmed the FNAESC's connection to the FNHRDCQ and the importance of returning to the FNHRDCQ table and its Chiefs for decisions and guidance.

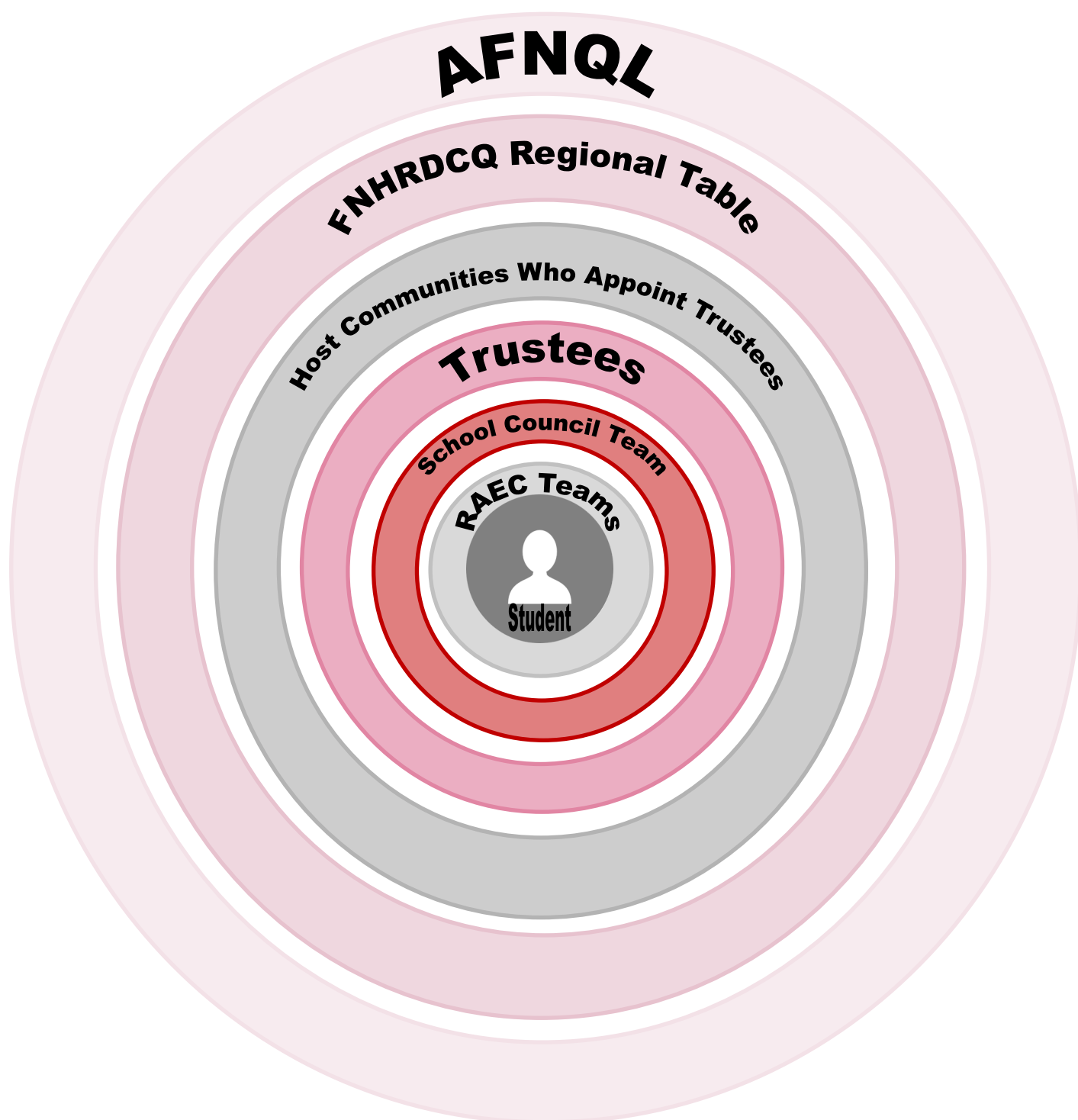
We continue to reflect on the governance of the organization. As an organization evolves, and especially when it grows as quickly as the FNAESC has, it is important to reflect on the structure to ensure it continues to meet the needs it was created to meet.

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

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

# ORGANIGRAMME

---



# FNAESC BOARD MEMBERS

---

**Vacant**

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

**Rosalie Sioui, Trustee**

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

**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

**Pamela Papatie, 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

**Vacant**

Appointed by the Host Community of Gesgapegiag

**Jennifer Labillois-Metallic, Trustee**

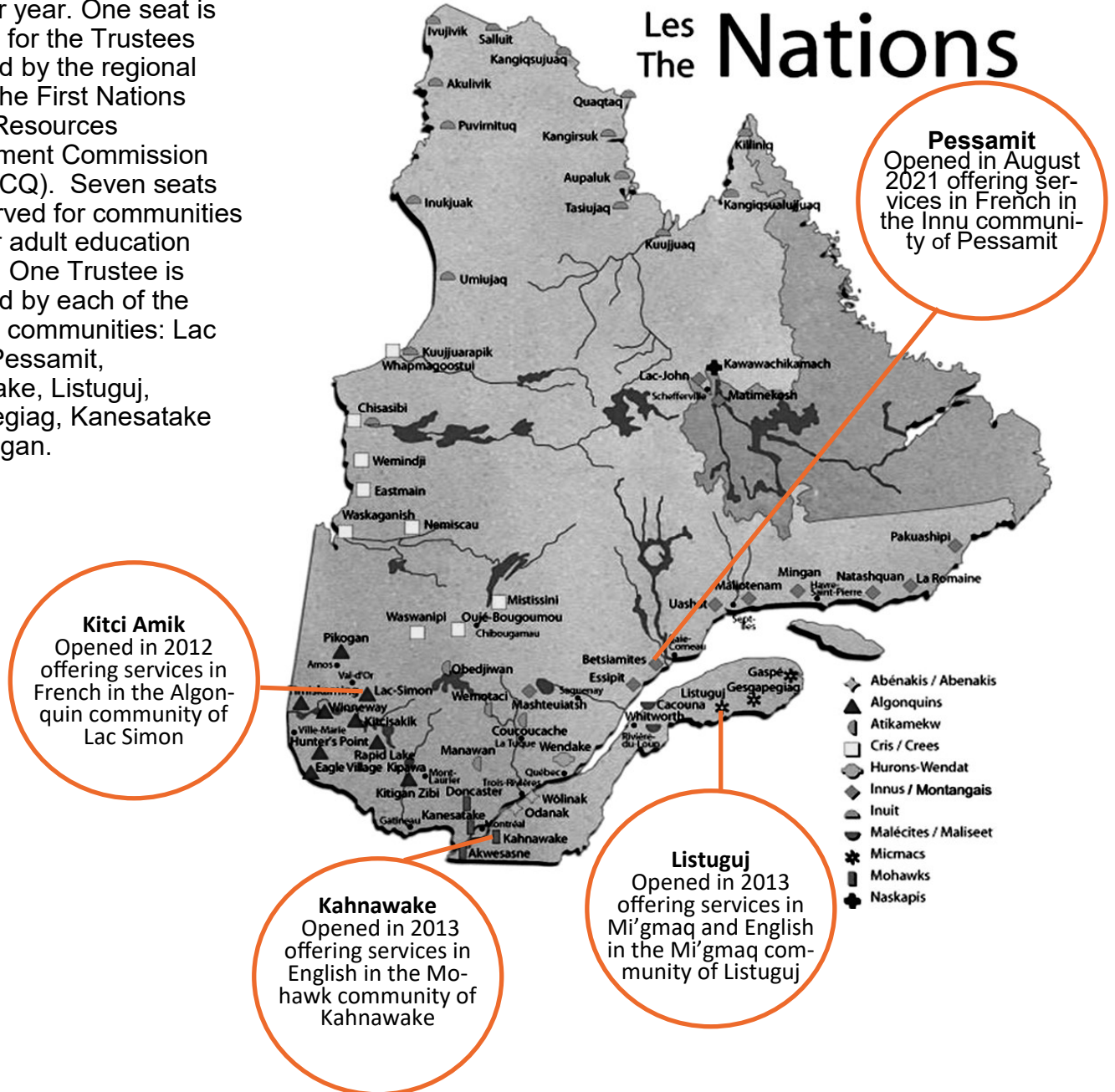
Appointed by the Host Community of Listuguj

**Maybelline Chilton, Trustee**

Appointed by the Host Community of Wemotaci

# 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



# 

## 

## 

## 

## 

Student Profile - Profile Élève	#
Male   Homme	56
Female   Femme	64
Total	120
Average   Age Moyen	19

Student Profile - Profile Élève	#
Male   Homme	38
Female   Femme	43
Total	81
Average   Age Moyen	23

Student Profile - Profile Élève	#
Male   Homme	149
Female   Femme	184
Total	333
Average   Age Moyen	28

Student Profile - Profile Élève	#
Male   Homme	33
Female   Femme	30
Total	63
Average   Age Moyen	30

Frequentations- Fréquentations	#
Cycle 1	711
Cycle 2	99
Pre-Sec - Pré-Sec	1
TDG-GDT	4
Francisation	0
Prep Post-Sec.	4
Prep Vocational-FP	25
Vocational	0
Alphabetisation	1
Total	161

Frequentations- Fréquentations	#
Cycle 1	30
Cycle 2	66
Pre-Sec - Pré-Sec	2
TDG-GDT	2
Francisation	
Prep Post-Sec.	1
Prep Vocational-FP	2
Vocational	
Alphabetisation	
Total	103

Frequentations- Fréquentations	#
Cycle 1	122
Cycle 2	201
Pre-Sec - Pré-Sec	21
TDG-GDT	18
Francisation	3
Prep Post-Sec.	12
Prep Vocational-FP	18
Vocational	0
Alphabetisation	4
Total	399

Frequentations- Fréquentations	#
Cycle 1	21
Cycle 2	31
Pre-Sec - Pré-Sec	0
TDG-GDT	0
Francisation	0
Prep Post-Sec.	0
Prep Vocational-FP	11
Vocational	0
Alphabetisation	0
Total	63

Follow-Up - Suivi	#
Continue	59
Post-Sec.	1
Vocational - FP	4
Employed - En Emploi	18
Inconnue - Unknown	38
Total	120

Follow-Up - Suivi	#
Continue	14
Post-Sec.	1
Vocational - FP	2
Employed - En Emploi	1
Inconnue - Unknown	63
Total	81

Follow-Up - Suivi	#
Continue	87
Post-Sec.	0
Vocational - FP	0
Employed - En Emploi	0
Inconnue - Unknown	246
Total	333

Follow-Up - Suivi	#
Continue	24
Post-Sec.	7
Vocational - FP	15
Employed - En Emploi	
Inconnue - Unknown	17
Total	63

Certifications	#
DES	1
Semi-Skilled	13
Equivalencies - Équivalents	15
ASP	26

Certifications	#
DES	1
Equivalencies - Équivalents	1

Certifications	#
DES	2
Semi-Skilled - FMS	23

Certifications	#
DES	1
Semi-Skilled	0
Equivalencies - Équivalents	13
ASP	0

# PORTRAIT OF THE CENTERS

## Financial Overview

	Amount - Montant	%
Kahnawake	\$ 1,794,966.00	25%
Lac Simon	\$ 2,172,935.00	30%
Listuguj	\$ 1,211,028.00	17%
Pessamit	\$ 1,501,013.00	21%
Conseil Scolaire-School Council	\$ 596,241.00	8%
Total	\$ 7,276,183.00	

## Staffing

	Kahnawake	Pessamit	Lac Simon	Listuguj
<b>Personnel Stats:</b>				
Teachers - Enseignants	7	4	9	7
Student Support - Soutien aux élèves	4	4	7	3
Administration - Administration	6	3	3	2



# REGIONAL ADULT EDUCATION CENTERS (RAEC)

---



# 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 Abitibiwinini 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 URFDEMIA (Lily Bacon) and the professor assigned to the group, we have renewed the collaboration. The flexibility of the meetings (schedule, content) and the availability of our teacher made it possible for the project to continue.

**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 CONT'D

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



## UAUITAKANU:

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

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

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

## UITSHIUEUNA ESHI-PATSHITINAKANIKAU

### Nite eshi-tshishkutamatshanut

- e tshishkutamuakanitau 1 ka itapinanut nite ka mamishishtiht
- e tshishkutamuakanitau 2 ka itapinanut nite ka mamishishtiht
- eshi-nutepalit eshk<sup>u</sup> eka tanut ka mamishishtiht
- e pushapaliakanit auen shashish eka ka tshishkutamakushit
- kalu e patshitinakanit nite ka mamishishtiht (AENS eshinikatet)
- (TDG eshinikatet) e natu-tshisselitakanit eshi-tshisselital auen (TDG)
- tshe nashakanit e tshishkutamatishanut ilnu-aimun

### Nite e uauitshianut

- e uitshianut nite tshe ishi-tshitutet e tshishkutamuakanit auen
- e uitshiakanit auen tshetshi milupalit e tshishkutamuakanit
- e nashuakanit auen mak e uitshiakanit e tshishkutamuakanit
- e nakatuelitakanit eshpalit pet eshpish tshishkutamuakanit auen
- SARCA / SARC (eshi-uilakanitau)

# PESSAMIT RAEC

under the direction of Ms. Marie-Josée Simard

---



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

## E UITSHI-ATUSSEMAKANITAU

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

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

## Tan ua ishi-milupalitat CRÉA-Pessamit

tshetshi atshupalitakanit eshpish pataikanit katshishkutamuakanit

alu tshetshi shapelitakau katshishkutamuakanishiht tshika mamuiakanu e natu-tshisselimakaniht tshekuanlu tshipa milupalikut

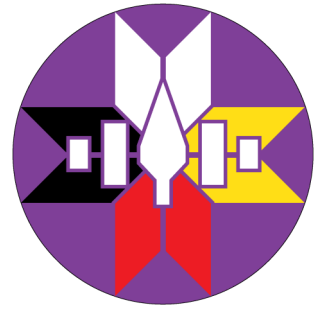
tshetshi tshisselitakanlit eshi-alimutau utiliniunuat katshishkutamuakanishiht

tshetshi uitshiakanitau alu tshetshi shutshelimitishutau: tipaikanashtakanlu utatusseun, alimut e tshishkutamuakanit, e nakatuelimitishut, tshetshi nakatuelitak eshi-atussanut, tshetshi talit auenlu<sup>a</sup> e uauitshikut

shenakanlu<sup>a</sup> umashinaikanuau tshe nashuakanitau katshishkutamuakanishiht mak uipat tshetshi tutakanlit tshe nashak tshe ishi-tshishkutamuakanit

# KAHNAWAKE RAEC

under the direction of Ms. Carina Deere



TSI NAHOTEN IONKWAIO'TATIE 2021/2022

OHEN:TON I'IETE:

Carina Deere

IONKWATERIWATATIATON KARIWIIO 2021/2022

TSI IONTERIHWAIENSHTAKHWA

FNRAEC Ohen:ton i:iente Carina Deere

TSI NAHOTEN IONKWAIO'TATIE 2021/2022 FNRAEC TSI IONTERIHWAIENSTAHKWA

**Kariwa 1:** Enionkherihonnia ka'tsik onkhak rashon'karaketas enhontashnie:nas

Tsi nitewatierha: Skatne enionkwaio'ten Kahnawakehro:non rashon'karaketas tanon Tewatonhni'saktha. Onkweshon'a enionkherihon:nia tanon kanatakon enhotii'te.

**Tsi nitsi ionkwatientare ioio'te:**

A. Tetewakshnie:nas

B. Ionkwarihonnia:ni

**Tsi naiawen'ne:**

B. Kahnawakehro:non skatne Tewattonnisaktha-Kahnawake Economic Development Commission tanon FNRAEC enionkherihonnia onkwe'shon'a tsi nitsi enhatinonhshon:ni.

C. David McComber tanon o:ia rashon'karaketas enhorihonnia ki kanen:ra.

**Tsi nitsi ionkwatientare ioio'te:**

A. Tetewakshnie:nas

B. Ionkwarihonnia:ni

**Tsi naiawen'ne:**

B. Kahnawakehro:non skatne Tewattonnisaktha-Kahnawake Economic Development Commission tanon FNRAEC enionkherihonnia onkwe'shon'a tsi nitsi enhatinonhshon:ni.

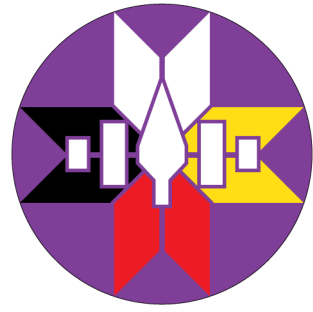
C. David McComber tanon o:ia rashon'karaketas enhorihonnia ki kanen:ra.

	Kenneth McComber Grand Chief Kahsennahawe Sky-Deer 8 ratiksa'okon:a tanon ronwatihwa:tsire	
--	--	--

# KAHNAWAKE RAEC

## CONT'D

under the direction of Ms. Carina Deere



**Kariwa 2: ETP'S enkara:tate tsi:non Kahnawake, Kanesatake tanon Kanekota RAEC'S**

**Tsi nitewatierha: Entewahro:ri onkwe'shon:a tsi nitewatierha ne kana:takon, ats:te nakwa:ti tanon karisto:raraks. Ne:ne Kahnawake, Kanesatake tanon Kanekota RAEC'S a'orihwa:ke.**

<b>Tsi nitsi ionkwatiientare ioio'te:</b>		<b>Tsi naiawen'ne:</b>	
A. Entewahro:ri onkwe'shon:a ohnaho:ten onwa:ton enionkherihonnia.		A. Senha e:so ratiksa'okon:a ronwatitsen:naronion.	
<b>Tsi naiawen'ne:</b>		<b>onkha iakorihonnia:ni:</b>	<b>Kaio'tenshera tanon katke kashon:</b>
A. Eastern Door, FNRAEC website, Facebook ta:non Instagram iontstha. Kanatakonhro:non wetewatkanisa. Montreal urban partners ZOOM wetewatkanisa. School Counsellor skatne ratiksa'okon:a iakio'ite.		A. Kaherine D'Ailleboust Carina Deere Petal McComber	A. Shekon ronwatitsen:naronion  March 31, 2022 January 31, 2022  She ionkwaio'tatie

**Kariwa 3: FABLAB Nomad enionkherihonnia skatne Tawatohni'saktha.**

**Tsi nitewatierha: FNRAEC tsi ionterihwaienstahkwa wahona'tonhahshe ratiksa'okon:a oh nahoten ne Nomad Fablab.**

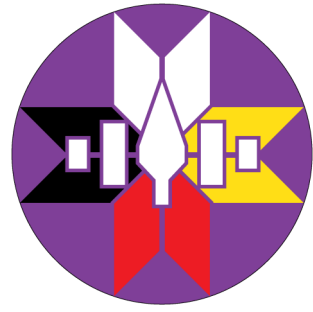
<b>Tsi nitsi ionkwatiientare ioio'te:</b>		<b>Tsi naiawen'ne:</b>	
No:nen 8 niiaik'shera:ke enhontihshon, ratiksa'okon:a onwa:ton senha enhontewienste tsi:non Gatineau, Quebec, ahsen:na tsohsra tsi nikari:wes.		Ahsen:na tsohsra ahsen nihon:ti ratiksa'okon:a Gatineau, Quebec nakwa:ti enhontewienste.	
<b>Tsi naiawen'ne:</b>		<b>onkha iakorihonnia:ni:</b>	<b>Kaio'tenshera tanon katke kashon:</b>
A. FNRAEC, Tawatohni'saktha Economic Development ta:non Nomad Fablab skatne ionkwahro:ri onkweshon:'a on nitewatierha. Karistoraraks, websites, watewennarenia:tha, tanon kahiatonhsra iontstha:kwe. B. 8 nihon:ti kahnawakehro:non FNRAEC tsi ionterihwaienstahkwa wahontewienste ne 6 niiaikshera:ke. Tsi ni:kon wahononweskwon wa'thonatehontsohon 2 niiaikshera:ke shekon enhontewienste. C. Kahiatonhsra kahiaton tsi wahonatonhe'tston wahotienta'ne. Wahona'ton:hashe ronwatihwatsire.		A. Mark Tivan, Carina Deere, Kaherine Dailleboust Jen Deer Petal McComber Tobi Diabo Angie Marquis Emily Rice Damian Lee Porter B. Ratiksa'okon:a Nomad Fablab rakorihonnia:ni C. Angie Marquis Carina Deere Mark Tivan Jen Deer Kaherine Dailleboust Petal McComber	A. September 1-17, 2021 B. September 27 tsi nio:re November 5, 2021 C. November 5, 2021



# KAHNAWAKE RAEC

## CONT'D

under the direction of Ms. Carina Deere



**Kariwa 4: Skatne Rapid/Barrier Lake ionkeniio'ten.**

**Tsi nitewatierha: Enionkherihonnia tsi nika:ien onkweshon:'a tehonatehontsohon enhonteweienste.**

<i>Tsi nitsi ionkwatiientare ioio'te:</i>	<i>Tsi naiawen'ne:</i>
---	------------------------

<i>Tsi naiawen'ne:</i>	<i>onkha iakor'honnia:ni:</i>	<i>Kaio'tenshera tanon katke kashon:</i>
<p>A. Skatne Lac Simon enionkwatahsnie:nen Rapid/Barrier Lake (Wester School Board) entewatahsawen ne Nursing Program.</p> <p>B. Onkwehonweshon'a enionkherihonnia.</p>	<p>A. Tanu Lusignan Donny Jerome Isabelle Amengoua Cheryl Gabriel Petal McComber Michel Lapierre Martin Adam Western School Board</p> <p>B. Martin Adam Carina Deere Petal McComber Michel Lapierre Fran Beauvais Isabelle Amengoua Michel Lapierre</p>	

**Kariwa 5: Enionkwatahshnie:nen ne onkwatenro'shon:a**

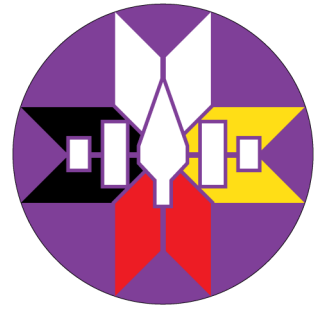
**Tsi nitewatierha: Enionkherihonnia tsi nika'ien onkwehonwe'shon:a tehonatehontsohon enhonteweienste.**

<i>Tsi nitsi ionkwatiientare ioio'te:</i>		<i>Tsi naiawen'ne:</i>	
Enionkherihonnia ki:ken onkwe'shon:'a. no:nen enhotihshon, rononha enthononhton oh naho:ten enhoio'ten.		Kahiatonhsara enhotiien:ta'ne sok onwa:ton ka'tsiknon:we enhotiio'te.	
<i>Tsi naiawen'ne:</i>		<i>onkha iakorihonnia:ni:</i>	<i>Kaio'tenshera tanon katke kashon:</i>
A. Association sectorielles partaire/joint sectorial association. (A.S.P) program. No:nen enhotiien:ta'ne ki:ken kahiatonhsara onwa:ton ka'tsiknon Quebec enhotiio'ten. B. Enionkwatahsnie:nen Waseskun Healing Lodge sok rononha onwa:ton enthononhton ka'tsiknon:we enhoio'ten. Kakwite:ne 2022 enionkherihonnia tsi nitsi enhatenonshon:ni. C. Enionkherihonnia Kahnawake Sec 84. no:nen enhotihshon rononha enthononhton ka'tsik non:we enhoio'ten.		A. Tobi Diabo Norman Lapierre David D'Ailleboust B. Barry Bonspille Stan Cudek Carina Deere C. Lloyd Phillips Joanne Stacey Petal McComber Carina Deere	A. 30 nikahwista:eke enhonteweienste, January tsi niio:re on:wa. B. Enionkherihonnia sok onwa:ton enhotiio'ten. C. Enionkherihonnia sok onwa:ton enhotiio'ten.

# KAHNAWAKE RAEC

## CONT'D

under the direction of Ms. Carina Deere



**Kariwa 6: Skatne Corrections Canada tanon Provincial Corretional Institutions enionkwaio'ten.**

**Tsi nitewatierha: Enionkwatahsnie:nen enhonteweienste tsi nika:ien Onkwehon:we wahonwanho:ton.**

<b>Tsi nitsi ionkwatiientare ioio'te:</b>		<b>Tsi naiawen'ne:</b>	
Onkwehon:we enhonteweienste kwahtoken tsi nitsi enhotio'ten.		Onkwehon:we enhotiiienta'ne ne kahiatonhsera. Sok onwa:ton enthononhton ka'tsiknon:we enhotio'ten.	
<b>Tsi naiawen ne:</b>		<b>onkha iako ihonnia:ni:</b>	<b>Kaio'tenshera tanon katke kashon:</b>
A. ASP, First Aid, Entrepreneurial opportunities ta:non tsi nitsi ahtakwaon:we enhonon:ni enhonteweienste.		A. Tanu Lusignan Petal McComber Diane Labelle Caroline Levesque	A. Ionkwarha:re Corcan enhoti'tsennara.  B. She ionkwaio'tatie
B. Karihton enthononhton toka ionkwarihonnia:ni onwa:ton correctional facilities enthoio'ten.		Johann Perron David Dailleboust Carina Deere B. Carina Deere Petal McComber Norman Lapierre David Diabo Margret Standup Brad- First Aid	

**Kariwa 7: Waseskun Healing Lodge enionkherihonnia tsi nitsi enhatinonhshon:ni.**

**Tsi nitewatierha: Enionkwatahsnie:nen tsi nika:ien Onkwehon:we wahonwanho:ton tsi nitsi enhatinonshon:ni.**

<b>Tsi nitsi ionkwatiientare ioio'te:</b>		<b>Tsi naiawen'ne:</b>	
Enionkherihonnia tsi nika:ien onkwehon:we wahonwanho:ton oh nitsi kwah to:ken enhotio'te.		Onkwehon:we enhotikwe:ni enhatinonhshon:ni	
<b>Tsi naiawen'ne:</b>		<b>onkha iakorihonnia:ni:</b>	<b>Kaio'tenshera tanon katke kashon:</b>
A. ASP, First Aid ta:non World of Work enhonteweienste.  B. Onkwehon:we enhotikwe:ni enhatinonhshon:ni.  C. Karihton enthononhton toka ionkwarihonnia:ni onwa:ton correctional facilities enthoio'ten.		A. Tanu Lusignan Petal McComber Diane Labelle Caroline Levesque Johann Perron David Dailleboust Carina Deere B. Onkwehon:we Construction Company Barry Bonspille C. Carina Deere	A. Ionkwarha:re Corcan enhoti'tsen:nara  B. June 2023?  C. She ionkwaio'tatie.

# LISTUGUJ RAEC

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



FNRAEC LISTUGUJ SUCCESS PLAN

2020-2021



## Elawsimgewei Gina'muo'guom

### 1. Tan tel nwitueg elawsimgewei

- **Puwaatmeg me' nmitasetgn Listugujg**
  - o Listuguj Wi'gatign
  - o Panta'tueg gina'muo'guom
  - o Pjila'si aq gis Mitugwetew wen
  - o Tan wenig saputita'pnig aq tal tel ul'lugwitijig gisgug
  - o Wesgu'taseq ne'gaw nuei gina'masuti, Migmawei tli'suti aq tan sa'q teliaql
- **Ninen**
  - o Wisungatmeg gina'muo'guom, wisungatneg mi'gmawei ugjit m'st wen gaqigijusieg t'an wen, Mi'gmewaq

### 2. Tewilunoltijig

- **Puwaatmeg nmitasetgn wiaqiaqal gina'masutil**
  - o Wiaqiaqal gina'masutil, gesmoqja'tuegl
    - Togwaqji'ja'tueg t'an pegitgina'mung
    - Gina'masultijig piluwe'l gina'muo'guoml
    - Te'sigisg'g ot nai'amung
    - Musqa'tueg iga'taqan aq tan tel tan lugwatieg
    - Mawitai'eg
    - Apoqonmating
- **Pewatmeg Mi'gmewei tli'suti aq tan sa'q teliaqp tepiaq aq gelulg ugjit wi'gatign telueg saputa'sineg**
  - o Mu pewatmueg wenjuei gina'masuti'l
  - o Mu pewatmueg tan sa'q teliaqp gepeg ugjut wen saputa'sin ula tet
    - SC president Richard Jalbert wesgotg ugjit pana'tun ula wigatign ugjit agnutmaqan

# LISTUGUJ RAEC

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



FNRAEC → LISTUGUJ SUCCESS PLAN

2020-2021

### 3. Pemigweg Elawsimgewei

- ***Etlsutaseg ugjit pana'tnen tan mawo'jig mijuwa'ji'jg***
  - Wetmite'taseg aq wetmite'tmeg ugjit un'gi'guag gina masultnen
  - Mi'gmewei gina'mujig
  - Inua'taseg tan tel pmiaq aq tan tel gina'mujig
  - Nigminaq gigjeiatultijig gina'masultaqan
  - Togwa'tueg tan wigmaq tel gigjeialtul'tpnig
  - Gisi piltu'gina'masin
- ***Iltsutaseg ugjit Mi'gmewa'j ajipjutoq mimajuagan***
  - Ajipjulan ta'n wen eginamasi tet, newtipungeg
    - Tan wenin
    - Mi'gmewei getlamsuti'l
    - Gesite'tm ta'n weni
    - Ajipjutaqan

### 4. Angaptmeg Tami We'ita'ieg

- ***Gogwei gis piltua'tugpn***
  - Me'gegnu'agatmnej gogwei aq ajipjulanej gitg gina'muinug aq eginamasuin'ug
- ***Talin'getmeg ta'n tel ul'lugwet wen***
  - Eginamasuinu tan tel gneg pegising, napui'gn, google, lugowagane'gmuti
  - Gegnu'gaqa'tasgl gina'masuti'l
- ***Tan tel nmituegp***
  - Eginamasuinu'g me'pugwelgig
  - Mawlugutnej
  - Gegnu' gaqa'tasgl gina'masuti'l
  - Gina'muo'guom
  - Sesa'tasg tan tel nmituoq
- ***Tan tel gisa'tuegl aq tan telsutmeg***
  - Wiaqiaqa'tuegl gina'masuti'l me'ta Pugwelietew eginamasuinu'g
  - Wisungatmeg gina'muo'guom
  - Listuguj ignmuetasg tagoqwei gisigwenasg iga'taqang
  - Mawita'ieg maw LFNC's (LMDC), aq Pantetetew ugjit m'st wen nmitun tan tel ul'lugwutieg ula gina'muo'guomg



# REGIONAL PROJECTS 2021/2022





# REGIONAL PROJECTS

---

## AEC Housing Management

The context of the the COVID pandemic certainly shifted our approach to supporting our students for the AEC Housing Managers. The physical, emotional, spiritual, and mental health and safety of the students in cohorts 5 and 6 continues to be a priority. All planned travel was postponed due to the COVID, and a series of webinars was prioritized, with the input from the students, to meet their personal and professional development priorities.

The launching of cohort 5 was postponed from November 2020 to February 2021 to ensure more recruitment time due to low enrollment numbers, that being the case, we were able register 28 students to start the program in February 2021. As in the previous year due to COVID, the orientations were facilitated virtually by the School Council, CoPH team, and staff from Cégep Garneau.

Throughout the year, our Student Support Worker has continued to support the students with their studies with a detailed interventions as listed below:

Professional referrals – 6

Email correspondence – 1,200+

Phone correspondence – 240

Text-CoPH messages – 1,800+

The Student Support Worker also integrated a series of webinars offered to the students for their professional growth and well-being. The themes of the webinars were identified by the students, and below is a listing of the webinars offered:

### May 2021 – Cultural Connections and Communications

It was important to promote ways to be culturally connected through effective communications. Throughout the COVID, many of our students continued to study, work, and live in isolation from their families, and the need to promote innovative ways to stay culturally connected became a priority.

### August 2021 – Stress Management

Again, the COVID pandemic added new challenges to our normal day-to-day activities, and the students prioritized a workshop on stress management. This workshop helped equip the students with stress management tools, and strategies, to help them cope with the day-to-day challenges. A few of our students were also dealing with grief management, and this workshop allowed for continued support to deal with grief and stresses it may have on an individual.

### September 2021 – First Nations Housing Professionals Association

In September 2021, we supported an information webinar with the FNHPA for the students of cohorts 5, and the previous graduates from cohorts 1 through 4, to promote a continued educational and professional pathway to the FNHPA. This information became useful as all graduates from the our program can continue towards the professional association by having 3 of 5 courses exempted from the FNHPA program. Also, the 2 required courses to complete the designation are now offered in French as well as English, which is an offering long awaited for the Quebec region.

During the Fall of 2021, active recruitment started for Cohort #6 which was launched in November 2021. 10 new participants started the program, with a virtual orientation hosted by the School Council team, CoPH team, and Cégep Garneau staff and resources. We recruited students from cohort #5 to join the orientation as well, as a means to share the experiences from these students, especially, when juggling family, work, and education commitments during the COVID, as means for support.

The planning for a live graduation of cohorts 4 and 5 began, certainly within the safety of the COVID measures in place for the spring of 2022. Due to restrictions to travel, vaccinations, and COVID restrictions the planned graduation for cohorts 4 and 5 was postponed to the fall of 2022.

Cohort 5 completed their program in February 2022, with 8 graduates.

The 1st webinar prioritized by cohort #6 was on the following theme:

### March 2022 – Time Management

The students were supported with a workshop on time management, and how to lead a balanced life-style. These tools were also shared with teachers from the Cégep Garneau who were very flexible in meeting the individual needs of students as they handled, their personal, family, and professional affairs.

As the new fiscal year approaches, we are hopping to engage in live professional development sessions with the students with planned events with the AFN, AFNQL, and CoPH.

# REGIONAL PROJECTS (CONT'D)

---

The Community of Practice in Housing (CoPH)

Participation and collaboration for the presentation of webinars:

ISC Funding: On-Reserve and Community Housing Initiative 2021-2024;

CCQ: Access to the construction industry;

APHPH: Presentation of the organization.

Participation in meetings:

CCQ: Workshop on the inclusion of First Nations and Inuit in the construction industry;

FNEC: Exchange with the director on the possibilities of collaboration also including the CoPH;

CMHC – Innovation Unit: Presentation of the CoPH to establish the possibility of future collaborations;

APHPH: Exchange in order to share the objectives of each of the organizations in order to better work together;

Cégep de Jonquière: Escouade Énergie – meeting on energy saving training for natives. Establish training needs;

ISC: Exchanges on the possibilities of collaboration and follow-up of the projects in partnership;

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

FNAESC: Team and follow-up meetings.

Collaboration with itinerant housing trainers and the Grand Council of the Waban-Aki Nation on the management and housing capsule project

Greater Economic Circle of Indigenous Peoples and Quebec:

Housing Workshop Live Webcast;

Participation in the event.

ACS cohorts in housing management for First Nations in Quebec:

Participation in meetings with students and in the welcome session;

Support on Workplace.

Workplace management

# REGIONAL PROJECTS (CONT'D)

## Point of contact Housing (PoCH)

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

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

## SAE Projects

- Fusion Jeunesse
- Dawson College
- Vanier College
- John Abbott College
- Université de Québec à Montréal
- Champlain College



# AUDITED FINANCIAL STATEMEMNTS

---





## 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 SENCRL, srl 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.

 Signed by Tanu Lusignan  
2022-08-16 18:21:16 GMT . Executive Director

---



## 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, 2022, 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, 2022, 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.

### Auditor's Responsibilities for the Audit of the Financial Statements

MNP S.E.N.C.R.L., s.r.l./LLP

1155, boulevard René-Lévesque Ouest, 23e étage, Montréal (Québec) H3B 2K2

1.888.861.9724 Tél.: 514.861.9724 Téléc.: 514.861.9446

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



August 29, 2022

MNP<sup>1</sup> SENCRL, s.r.l.

<sup>1</sup> CPA auditor, public accountancy permit no. A124849

**First Nations Adults  
Education Trust I**  
**Statement of Financial Position**

*As at March 31, 2022*

	2022	2021
<b>Financial assets</b>		
Cash	789,922	550,272
Accounts receivable (Note 4)	914,151	760,279
Advance receivable (Note 5)	-	3,231
<b>Total assets</b>	<b>1,704,073</b>	<b>1,313,782</b>
<b>Liabilities</b>		
Accounts payable and accruals (Note 7)	955,013	870,707
Advance payable (Note 5)	44,657	-
Deferred revenue (Note 8)	439,837	222,618
<b>Total liabilities</b>	<b>1,439,507</b>	<b>1,093,325</b>
<b>Net financial assets</b>	<b>264,566</b>	<b>220,457</b>
<b>Non-financial assets</b>		
Tangible capital assets (Note 9)	8,554	7,850
Prepaid expenses	6,855	48,198
<b>Total non-financial assets</b>	<b>15,409</b>	<b>56,048</b>
<b>Accumulated surplus</b>	<b>279,975</b>	<b>276,505</b>
<b>Approved on behalf of the Trustees</b>		
 e-Signed by Jennifer Labilliois-Metallic 2022-08-15 16:21:53:53 GMT	Trustee	 e-Signed by Lise Kistabish 2022-08-29 14:26:42:42 GMT
		Trustee

The accompanying notes are an integral part of these financial statements

**First Nations Adults  
Education Trust I**  
**Statement of Operations**  
*For the year ended March 31, 2022*

	<i>Schedules</i>	<i>2022 Budget</i>	<i>2022</i>	<i>2021</i>
<b>Revenue</b>				
Ministère de l'Éducation et de l'Enseignement supérieur (Note 10.), (Note 12)		5,360,000	5,360,000	4,544,450
Indigenous Services Canada (Note 11), (Note 12)		2,121,782	2,121,782	2,265,573
Canada Mortgage and Housing Corporation (Note 12)		21,500	21,500	-
Interest income		3,501	3,501	6,559
Assembly of First Nations Quebec-Labrador		237,350	237,350	145,000
First Nations Human Resources Development Commission of Québec		87,490	87,490	-
Kanesatake Health Center		35,835	35,835	-
Other revenues		131,235	131,235	156,293
Deferred revenue - prior year		222,618	222,618	441,655
Deferred revenue - current year		-	(439,837)	(222,618)
		<b>8,221,311</b>	<b>7,781,474</b>	<b>7,336,912</b>
<b>Program expenses</b>				
Ministère de l'Éducation et de l'Enseignement supérieur	2	3,190,680	3,262,859	3,051,753
Indigenous Services Canada	3	1,450,000	1,431,284	1,622,428
AEC - CoPH	4	340,000	136,935	150,000
Business services	6	306,000	234,082	93,466
CMHC	8	30,000	27,637	-
Capital	9	6,432	3,534	4,846
<b>Total expenditures (Schedule 1)</b>		<b>5,323,112</b>	<b>5,096,331</b>	<b>4,922,493</b>
<b>Surplus before allocations to regional adult education centers</b>		<b>2,898,199</b>	<b>2,685,143</b>	<b>2,414,419</b>
<b>Allocations to regional adult education centers</b>		<b>(2,129,034)</b>	<b>(2,681,673)</b>	<b>(2,316,545)</b>
<b>Surplus</b>		<b>769,165</b>	<b>3,470</b>	<b>97,874</b>

The accompanying notes are an integral part of these financial statements

# OUR FNAESC TEAM

---

**Tanu Lusignan, Executive Director**

**Diane Gabriel, CFO**

**Diane Labelle, Regional Pedagogical Counsellor**

**Patrick Robertson, CoPH Coordinator**

**Cheryl Gabriel, Student Support Worker**

**Tracy Rosen, Learning Management Pedagogical Consultant**

**Ramelia Chamichian, PoCH Project Manager**

**Stéphanie Légaré, Housing Technician**







Les Savoirs guident nos Nations  
Knowledge guides our Nations



**FIRST NATIONS ADULT EDUCATION SCHOOL COUNCIL**

[www.conseilscolaire-schoolcouncil.com](http://www.conseilscolaire-schoolcouncil.com)