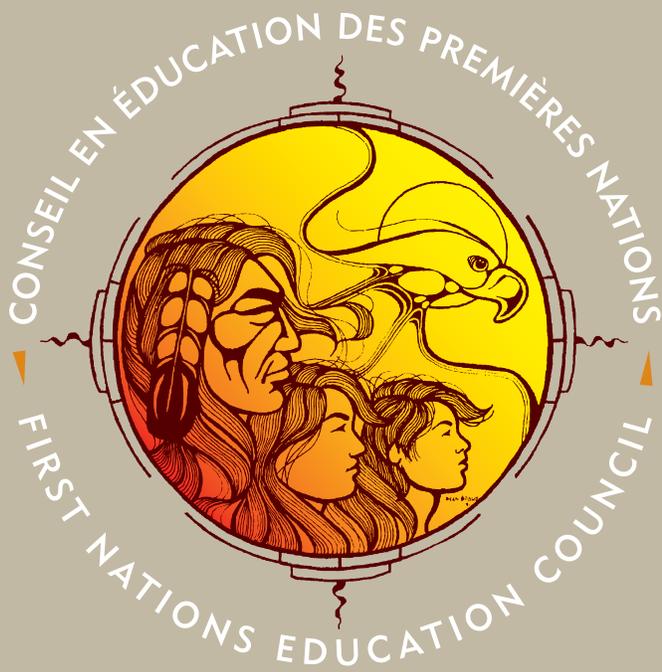


FIRST NATIONS
EDUCATION COUNCIL



Annual Report **2019-2020**



FNEC



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Notice to the reader:

This report has also been published in French and is available in electronic format at www.cepn-fnec.com under the Documents tab.
This report documents the FNEC's operations and achievements for the fiscal year beginning April 2019 and ending March 2020.



MESSAGE FROM THE DIRECTOR GENERAL

DENIS GROS-LOUIS

I am proud and excited to present my very first annual report as director general of the FNEC! It was a banner year marked by transition, learning, discovery and settling in!

I cannot let this opportunity go by without acknowledging the well-deserved retirement of my predecessor, Lise Bastien. I join FNEC representatives and school principals in thanking her for the 34 years she dedicated to representing the interests of member communities, promoting First Nations control of First Nations education, and her tireless efforts to ensure the success of First Nations students. Heartfelt thanks Lise, Tiawenhk inenh!

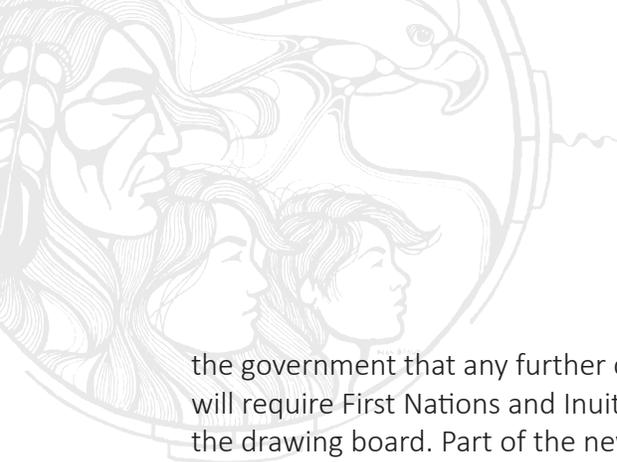
We are seeing unprecedented solidarity around the world in facing the COVID-19 pandemic. We are putting all of our efforts into doing what it takes to manage the situation and teach while being apart. The health of our populations is our main concern, so we quickly decided to have our staff work from home. Schools have been closed for several weeks with a return anticipated in May. People are confined to staying at home and only essential services are in operation. Proudly supporting our communities, the FNEC promptly scheduled online activities to keep students busy.

Kiuna Institution staff put all their energy into organizing classes online and helping students pursue their studies. Kudos!

I am sure that by the time you read this report, life will have somewhat returned to normal because together we showed resilience and the strength of our network, but especially our performance. I want to thank our team of directors and representatives for their solidarity.

We have just emerged from an “Indigenous crisis” or rather an international awareness to First Nations realities, our quest for justice and equity, and protection of Mother Earth. First Nations have upset the hallowed halls of industry, disturbed the Canadian economy, challenged government, but they have also generated a sense of pride and identity in a world where traditional and colonial systems exist side by side.

All this has led us to reflect on awareness and how First Nations history, languages, cultures and realities are portrayed in Quebec’s school system. The FNEC took part in Ministry of Education consultations on its review of the Ethics and Religious Culture course. We submitted a brief supporting our firm position on the reform of this program to remind



the government that any further changes will require First Nations and Inuit to be at the drawing board. Part of the new program must focus on First Nations and Inuit and the content must be developed by First Nations and Inuit, especially since this approach fulfills calls to action issued by the Viens Commission, and the calls for justice issued by the National Inquiry into Missing and Murdered Indigenous Women and Girls.

The FNEC has more than one string to its bow, but one of this year's greatest collaborative achievements has been without a doubt the launch of the First Nations K4 program. It is the result of a concerted effort to implement curriculum that represents our know-how and integrates our values. We should all be proud of our innovative spirit!

The wealth of our nations was celebrated in 2019 designated the International Year of Indigenous Languages. The FNEC supports its member communities and contributes to defending Indigenous language instruction, protection and promotion. Several discussions have led to the creation of a new partnership with the minister of Canadian Heritage and his department.

This past year came with its share of challenges in the work on the funding formula for schools, and was punctuated by the federal election. One thing is certain, the FNEC remains focussed on concluding a regional agreement that will finally result in First Nations control of First Nations education.

I am looking forward to celebrating the FNEC's 35th anniversary and the 10th anniversary of Kiuna Institution with you in the same room.

In closing, I would like to thank you for your warm welcome and your trust!

Denis Gros-Louis
Director General
FNEC



PRESENTATION OF THE FNEC

INTRODUCTION

The First Nations Education Council (FNEC) is an association made up of eight First Nations of Quebec: Abenaki, Algonquin, Atikamekw, Huron Wendat, Innu, Malecite, Mi'kmaq, and Mohawk. Spread over a large territory, its 22-member communities, representing a total of 24 elementary and secondary schools as well as Kiuna Institution, and approximately 4 400 students, have their own language, culture, demographic and socioeconomic profile, and traditions. In addition to their Indigenous language, 12 of our member communities are French-speaking, and 10 are English-speaking.

TEAM

Member communities benefit from a full spectrum of expertise offered by the association's 49 employees. Our dedicated team is determined to respond to member-community requests to the best of its ability.



MISSION

The FNEC is an association of First Nations and communities, whose common purpose is to achieve full jurisdiction over their education through mutual collaboration. Mandates are assigned to the FNEC secretariat by the communities in assembly to support, promote, and defend the interests and actions of members in education while respecting their unique cultural identities and common beliefs, and promoting their languages, values, and traditions.

Twenty-two First Nations communities in Quebec are represented by a regional organization that defends their interests and supports them in achieving complete jurisdiction over their education. The FNEC supports them in implementing a complete education system that respects their culture, values, traditions and identity in a spirit of mutual collaboration.

VISION

The FNEC is built on the collective strength of all First Nations of Quebec and the united vision of providing quality education to all First Nations children. The FNEC will ensure that the goal of quality, holistic education, as defined by our members, and attained through complete jurisdictional autonomy over our education programs, will be achieved in a spirit of collaboration, respect, sharing, and commitment.

First Nations have always wanted to be masters of their education so that they could offer their children the best possible opportunity to achieve their potential like all other children in today's society and develop in all autonomy towards the future in respect of their heritage. The FNEC defends their interests and supports this vision.

MANDATES

- Take political action to ensure that First Nations regain full control of their education.
- Take administrative action to ensure respect of the educational rights of First Nations communities.
- Take all necessary measures to advance and increase the quality of First Nations educational programs and services.
- Conduct studies and make recommendations on governments' political and administrative decisions on Aboriginal education.
- Manage programs transferred by different government departments and ensure that services are developed for the benefit of member communities.
- Provide human resources and consulting services to its member communities, as requested.
- Publish educational documents, newsletters and brochures on topics of interest to member communities.
- Maintain links with other First Nations organizations working in education.

GOVERNANCE STRUCTURE

The FNEC's governance structure is a democratic model based on efficiency that works for First Nations because it respects their realities and allows them to support local and regional efforts to reinforce their capacities in education.

The FNEC is fundamentally an association of communities that advocates for the rights of its members in education to increase student success. The organization champions member communities' issues and encourages them to exercise their authority while strengthening local and regional capacities in education.

The FNEC does not exist independently of member communities, but is well established within their fold and feeds into their interests. The role of the secretariat is to support the delivery of educational services in member communities and assist them in exercising their jurisdiction.

Within this association, democracy is reflected in the full and complete participation of all 22 member communities in the decision-making process.

The FNEC's structure includes:

- a **general assembly** of member-community representatives;
- a **special general assembly** of chiefs;
- a **finance and administration committee** made up of three members appointed by the General Assembly.

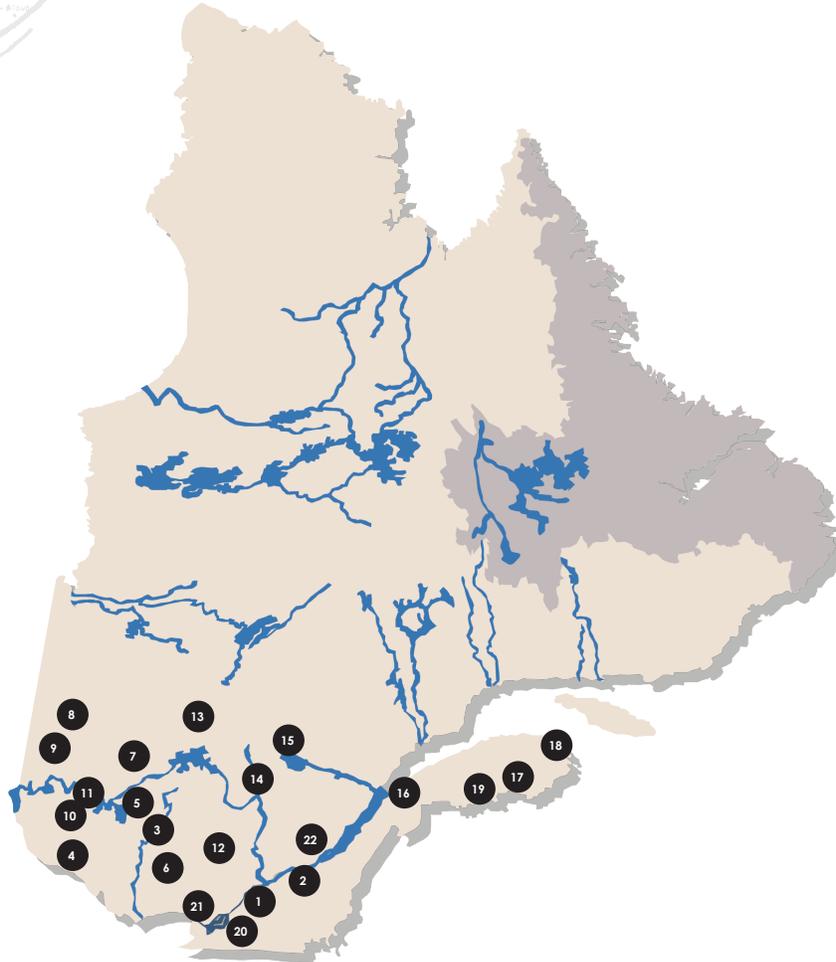
The FNEC secretariat receives its mandates from the **General Assembly** which is made up of community-nominated education representatives.

The **Special General Assembly** is made up of chiefs from each member community. The mandates it assigns to the FNEC secretariat serve the organization to fulfill its mission, realize its vision, and defend its political positions.

The **Finance and Administration Committee** is the intermediary body between the Assembly and the FNEC secretariat. It has the authority to assist the FNEC in managing its financial and human resources in accordance with the Assembly's guidance and direction.



MEMBER COMMUNITIES



ABÉNAKIS

- 1. Odanak
- 2. Wōlinak

ALGONQUINS

- 3. Barriere Lake
- 4. Kebaowek
- 5. Kitcisakik
- 6. Kitigan Zibi
- 7. Lac-Simon
- 8. Pikogan
- 9. Timiskaming
- 10. Wolf Lake
- 11. Winneway

ATIKAMEKW

- 12. Manawan
- 13. Opitciwan
- 14. Wemotaci

INNUS

- 15. Mashteuiatsh

MALÉCITES

- 16. Wolastoqiyik
Wahsipekuk

MI'GMAQ

- 17. Gesgapegiag
- 18. Gespeg
- 19. Listuguj

MOHAWKS

- 20. Kahnawake
- 21. Kanesatake

WENDAT

- 22. Wendake

ORIENTATION 1: FIRST NATIONS EDUCATION GOVERNANCE SYSTEM

FNEC-member communities remain committed to establishing First Nations education governance systems that reflect their needs, cultures and aspirations. On request, the FNEC conducts normative framework evaluations with communities and supports the implementation of the standards. The validation and implementation of quality standards support local education systems, transparent and accountable governance, and generally enhance the governance capacities of communities.

IT governance needs analysis

At the technology gathering held in April, a questionnaire and a data dashboard to gather information and recommendations from member communities were distributed, and will be used to produce an IT governance needs analysis report.

Once the report is finished, it will be sent to representatives and school principals and will be used to guide structural readiness planning for the next five years. The report, which is aligned with the IT governance standards in the FNEC's standards guide *Supporting Strong First Nation Education Governance*, aims to help schools meet these standards.

ELA Exam Development

For the last three years, the FNEC and teachers in its English-language schools have developed a culturally appropriate final exam for grades 4 and 6 English Language Arts (ELA).

Two workshops were organized this year as part of this project:

- A marking workshop was held in Kahnawà:ke in April giving teachers the opportunity to review the examination they designed. The main goals were to establish best practices for ELA instruction, and to develop a mutual understanding of exam review.

- A professional learning community workshop was held in Quebec City in November giving teachers the opportunity to create a review unit to help their students prepare for the ELA exam. The main goals were to gain a mutual understanding of potential exam accommodations, how to develop vocabulary among students, and how to prepare students to complete the literary text section of the exam.

This workshop was also an opportunity for teachers to create a new version of the Grade 6 exam.

New programs

The FNEC and its assembly have implemented the following targeted education initiatives to meet urgent needs in the communities:

- a language and culture program;
- a sports and leisure program;
- a technology procurement grant program.

Several communities have taken advantage of these programs to improve their schools, computer equipment and educational services.

Parental and community involvement

Gathering

The 4th annual First Nations Parental and Community Involvement Gathering was held at the Manoir Saint-Sauveur in December. The theme of this year's gathering, which attracted 136 participants from 18 communities, was "Me and my community in action!" The gathering was a learning opportunity for parents, teachers and school principals and gave them a place where they could share their ideas.



The goals of this edition were to:

- raise awareness among participants of the importance of sharing information obtained from presentations with parents who were not able to attend the event (agents of change);
- raise awareness among parents and school and community representatives of the importance of parental and community involvement;
- reinforce parenting skills so that parents can fully participate in their children's education;
- set up a community parents' network to give them opportunities for discussion.



Newsletter

The topics in the three parental and community involvement newsletters issued this year addressed attendance, individual education plans and the importance of a daily routine during confinement.

These newsletters are sent to parents, schools, band councils, daycares, friendship centres and people who subscribe through the FNEC's parental and community involvement web page.

They serve many purposes:

- inform parents on timely topics in parental and community involvement;
- give parents helpful tips;
- encourage parents in their role;
- raise awareness of the importance of parental and community involvement;
- promote parental and community involvement in First Nations communities.

Member community support

We make every effort to respond to requests for support from our member communities in a timely fashion so they can continue making parental and community involvement a priority.

The FNEC responded to nearly 30 requests for support in parental and community involvement from 15 member communities this year including requests for guidance for agents of change, help in setting up parents' committees, workshops on parental and community involvement, assistance in drafting promotional documents and action plans, and operating a promotional stand at events.

CANO dashboard

The FNEC created a data dashboard in CANO to illustrate school data in graphs and charts based on indicators that had been defined and approved by a working group made up of school principals:

- student attendance;
- school subject outcomes;
- behaviour;
- cohort monitoring;
- student retention.

These dashboard indicators were presented to school principals at a meeting in June. During the school year, two schools volunteered to test the dashboard and suggest improvements. Starting April 2020, the indicators will be introduced and made available to all school principals.

ORIENTATION 2: REPRESENTATION AND PARTNERSHIPS

The purpose of advocacy activities is to achieve the vision of the FNEC and fulfill its mission to promote and defend the collective interests of member communities.

Funding formula

Since 2019, First Nations schools in Quebec have been funded through an interim formula intended to give First Nations-managed schools and programs access to adequate, predictable and sustainable funding. The annual renewal of the funding prescribed in a memorandum to Cabinet submitted to Indigenous Services Canada (ISC) in 2017, included an updating mechanism that was supposed to account for student enrollment and changes to provincial allowances. Canada unilaterally interpreted the methodology of its interim formula to review the distribution of funds allocated between community schools located in the provinces and territories.

Representations were made many times during technical and policy meetings to point out the diverse realities of Quebec First Nations who operate in a linguistic, cultural and comparable context to the provincial system. These arguments were very helpful in ensuring equitable funding that fulfills Canada's legal obligation to fund education in a context of real equality. The FNEC and its experts presented the reality of our nations' schools in several meetings with the minister and his civil servants. The FNEC focussed on making sure our children's basic right to quality education was upheld. Progress has been made in linguistic diversity recognition as well as in other areas.

Regional agreement negotiations

By supporting the school management model, used for almost 35 years with a local accountability framework established by and for First Nations, the chiefs in assembly clearly indicated the direction they intend to give to the nation-to-nation negotiations.

As a result, the FNEC formed a multidisciplinary committee that began negotiating an agreement last winter. This agreement should give member communities control of K–12 education. This gesture of reconciliation should result in our 50-year-old dream finally coming true in 2022.

The FNEC submitted a working protocol to the federal government to obtain a commitment from ISC that it would negotiate within new parameters that respect the fundamental rights of students. The government was invited to be part of the takeover process built on a funding formula developed entirely by our members. Our approach represents the final achievement of years of hard work to identify and determine the real financial needs of our students and school administrators.

FNEC-member community chiefs and representatives maintained their focus and approved the school bus transportation component of the FNEC’s funding formula. The FNEC also invested in government relations management to establish the conditions needed for a successful takeover. The FNEC made representations to the provincial minister of Indigenous affairs placing Quebec First Nations in the position of the province’s new bilateral partner in First Nations education.

National involvement

The FNEC is a member of the Assembly of First Nations (AFN) Chiefs Committee on Education (CCOE) and the National Indian Education Council. The FNEC was able to count on Chief Lance Haymond’s outstanding contribution in representing Quebec on the CCOE. The FNEC and Chief John Martin, newly appointed head of education for the Assembly of First Nations Quebec-Labrador, took over the responsibility of representing the interests of Quebec First Nations. Monthly meetings enabled focal points to be shared and strategies to be developed to join forces in representing the interests of First Nations students.

Several subjects were on the agenda including resolutions passed by the AFN general assembly last July on education governance and the importance of having content on First Nations developed by First Nations, the regionalization of certain programs for funding distribution purposes, and the promotion of regional education agreements.



AFN forums on the transformation of First Nations education ion de l'éducation

The FNEC took part in the AFN forums on the transformation of First Nations education. At the first forum, we gave a presentation on the FNEC and shed some light on the hurdles encountered in the follow-up to ISC's work on its interim education funding formula scheduled for implementation in April 2019.

At the second forum, the FNEC focussed on the progress made on its funding formula developed with the communities. We addressed our data-driven instructional needs analysis, data protection and governance, the pros and cons of applying the provincial model to First Nations, and a student-teacher ratio that accounts for our community realities.

The FNEC also took part in the forum held in Calgary in the fall where regional education policy development and funds management were addressed in the follow-up to ISC's new interim funding strategy for First Nations K-12 education which had been in effect since April 1, 2019.



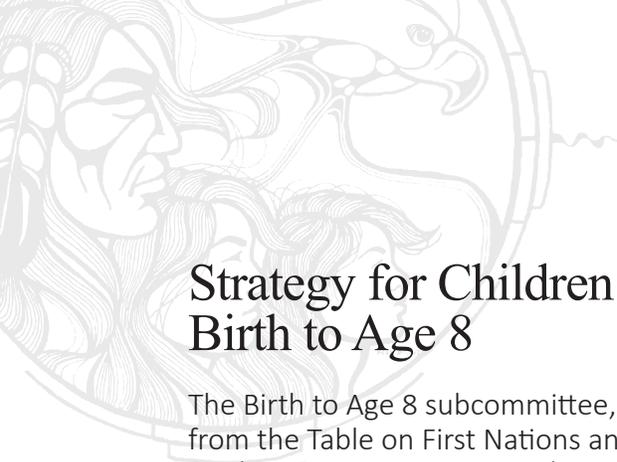
Education Partnerships

As the regional representative for its member communities, the FNEC continues to call attention to the issues facing First Nations students transitioning to the provincial school system.

The FNEC supervised the implementation of a joint action plan to increase achievement levels among students in member communities through mutual collaboration between First Nations and provincial schools. All 22 of our member communities participated in this program this year, and took advantage of the FNEC's support in carrying out their activities.

Table on First Nations and Inuit Student Success

With First Nations and Inuit leaders across Quebec, the FNEC is an active member and co-chair of the Table on First Nations and Inuit Student Success. As part of its mandate to promote cooperation between Indigenous and non-Indigenous organizations, this committee was instrumental in establishing a new working partnership with the Ministry of Education, and ensuring the Indigenous community was consulted on the proposed reform of the Ethics and Religious Culture program. This year, the FNEC made sure it was included in the teacher education review to ensure our community realities are taken into account. The FNEC pressured the provincial government to loosen its French evaluation policies and recognize our local experts.



Strategy for Children From Birth to Age 8

The Birth to Age 8 subcommittee, stemming from the Table on First Nations and Inuit Student Success, aims to make early childhood issues and programs a priority. The targeted priorities have been integrated in the *Government Action Plan for the Social and Cultural Development of First Nations and Inuit*. The FNEC has maintained its partnership with Institut Tshakapesh and the First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC) in developing the Little Feathers project for children entering kindergarten.

Anti-bullying campaigns in schools

In conjunction with Quebec's Indigenous affairs office, ministries of family, education, health and social services, as well as public safety, the FNEC supports schools in organizing and implementing anti-bullying campaigns. The FNEC also provides reporting oversight and distributes the funding issued by its partners to participating schools for activities that create a positive and welcoming school climate.

Indigenous organization discussion day on bullying

The FNEC was among the Indigenous organizations invited to take part in a discussion day in the follow-up to the *Concerted Action Plan to Prevent and Counter Bullying 2015-2018*. To complete the public consultation initiated in October, the Quebec government wanted to undertake special

steps with First Nations and Inuit to identify their issues and needs concerning bullying and cyberbullying, and to develop a concrete, appropriate and sustainable response that upholds the principles of cultural safety. Representatives from 15 Indigenous organizations took part in the discussions. The measures issued through this process will be integrated in the *Government Action Plan for the Social and Cultural Development of First Nations and Inuit 2017-2022*.

Ethics and Religious Culture program reform

On January 10, Minister of Education and Higher Education, Jean-François Roberge, announced that the Ethics and Religious Culture program would be reformed, and a new program would be launched in 2021.

The FNEC reacted to this announcement by issuing a press release titled *Changing the Ethics and Religious Culture Course: A Golden Opportunity for Quebec to Walk the Talk*. This garnered considerable interest in the media and enabled the FNEC to raise awareness of this issue.

Member communities were asked to participate in the online Ministry of Education survey on the reform. The FNEC and Kiuna Institution took part in the ministry's consultations in Quebec City and Montréal to ensure that the new course content will be developed in part by First Nations to reflect their realities. These steps are in line with two of the Viens Commission's calls to action.

In the follow-up, the FNEC submitted a brief to the provincial government on March 27.



Indigenous realities in teacher education

Laval University, the University of Quebec Trois-Rivières and the University of Sherbrooke received funding for a project to modify teacher education programs and raise awareness among future teachers to the reality in First Nations schools.

The FNEC played an active role in curriculum development through its involvement in the project on Indigenous realities in teacher education called *Regards sur les réalités autochtones dans la formation à l'enseignement*. Recommendations were issued to the faculty of education council, and the first ever advisory committee on Indigenous realities was formed.

Federal government relations

The FNEC has quickly carved out a place for itself as a key partner in First Nations education built on the collective strength of its 22-member communities. We took advantage of our position to invite ministers Miller and Guilbeault to meet with the FNEC Chiefs Committee so that effective channels of communication could be established ensuring cooperation and guaranteeing a profitable relationship. We also took the opportunity to inform the ministers that we were counting on their leadership to mobilize their staff in fulfilling their respective mandates.



Provincial government relations

We are also a key partner in First Nations education in the province, and we are doing everything we can to eliminate systemic barriers to First Nations student success. The FNEC has established a mechanism to work with the provincial minister for Indigenous affairs on eliminating the barriers to student success. The FNEC is using a data dashboard to track progress on issues including the impact of Bill 101 on First Nations students, access to professional services (speech-language pathologists, psychologists, etc.), Indigenous language preservation and promotion, and Quebec's Table on First Nations and Inuit Student Success.



2020 Building Reconciliation Forum

The 2020 Building Reconciliation Forum is being organized by Laval University and the University of Quebec network and is scheduled to be held in November. Through its membership on the steering committee and the programming committee, the FNEC is shedding light on First Nations perspectives and realities in education within the context of reconciliation. The FNEC and Kiuna Institution have recommended that a pre-forum activity be held at Kiuna Institution.

Language and culture gathering

Over 70 participants were welcomed at the fourth annual Language and Culture Gathering held in October at Hotel Montfort Nicolet, and Kiuna Institution in Odanak.



The theme of this year's gathering was "Together to Transmit, Share, Learn and Dream" and its goal was to encourage discussion among participants, and support leaders in Indigenous language instruction. Kiuna Institution hosted a cultural dinner and attendees were treated to a performance by drummer Charles Api Bellefleur from Unamen Shipu.

This opportunity for discussion and professional development helped to bring teachers out of isolation and take the pulse of participants on language issues as part of the FNEC's political monitoring efforts.

Education Symposium



In partnership with the community of Gesgapegiag, the FNEC held the second edition of its Education Symposium on the theme "Together" in May. The goal of this year's symposium by and for First Nations school teachers was to give participants the opportunity to share their expertise in education.

More than a dozen workshops on educational practices from different perspectives were given by school staff. This year's symposium attracted 95 participants from 14 communities.

Outdoor education program

In the last few years, Alaqsite'w Gitpu School's Mi'gmaq immersion program has grown consistently and been quite successful. One of its components is an outdoor education program for kindergarten students.

In April, the FNEC gave teachers interested in using this teaching method the opportunity to spend a day in Listuguj observing the Nipugtugewei Ginamasuti program in action. This initiative enabled them to discover a world full of adventure and witness the wonderful opportunities for student learning.

There are many compelling benefits for students:

- a sense of identity, language, culture, and values are transmitted and greatly enhanced;
- positive effect on exceptional students;
- learn self-control;
- a connection with nature is fostered.

The FNEC intends to extend support to other communities that would like to learn more about outdoor education and outdoor kindergarten programs.

Annual Education Partnerships Program regional meeting

Twenty-five participants attended this year's meeting held as a side event to the fourth annual Parental and Community Involvement Gathering at the Manoir Saint-Sauveur in December.

The goal of this meeting was to give communities the opportunity to share their experiences and best practices to improve their activities and develop new ones based on the success of others.

The meeting was also an opportunity for:

- the FNEC to present its findings and recommendations on the EPP;
- communities to present and discuss their best practices;
- a discussion on First Nations language and culture in schools;
- a roundtable on post-secondary education.

Partnership with the Aboriginal Science and Engineering Association en science et en ingénierie

Through the FNEC's ongoing partnership with the Quebec Aboriginal Science and Engineering Association, a total of seven schools took advantage of online teacher training courses given in November.

This year's science fair scheduled to be held at the University of Québec Trois-Rivières was cancelled due to the COVID-19 pandemic.

Partnerships and research in technology

The FNEC continues to work with its research partners in the First Mile Connectivity Consortium. The FNEC is also staying proactive in the CRTC public consultation process to ensure that First Nations have the opportunity to contribute to the development of broadband policy for future generations.

Research in Education – Teacher retention

In partnership with Bishop's University and the Naskapi Nation of Kawawachikamach, the FNEC is leading a research project that explores teacher retention and induction strategies for new teachers.

The research team is in the process of analyzing the Naskapi Nation's current teacher induction model. As part of this project, the research team held ten work sessions and made one visit to Kawawachikamach to document the current model and interview teachers.



Carcajou program

The FNEC is in contact with National Defence representatives running the Carcajou program in Quebec. Carcajou is a six-week training program for First Nations interested in joining the Canadian Armed Forces.

The FNEC was proud to take part in the graduation ceremony and took advantage of an activity held on the HMCS St. John's to do some networking.



Organizational communication

To meet the needs of its members, the FNEC reviewed its communications and strategies, and updated its corporate image with new stationery and new memo and presentation formats. An official launch is pending.

The FNEC is also working on updating its web platform to present information to users in a more intuitive way. Office 365 software was deployed among FNEC staff enabling new channels of communication to be used to process and share information with member communities.

The communications department closely monitors media activity informing its member communities on events affecting them, and capitalizing on opportunities to promote its role as an essential partner in First Nations student success.





ORIENTATION 3: TEACHING AND INSTRUCTIONAL SUPPORT

Educational and teaching support services aim for the ongoing improvement of quality education by meeting needs in learning material development, administrative management and school staff training to establish favourable conditions for the success of children and adults.

CANO access and user support

The FNEC covers annual licencing costs to access CANO. Each community usually has a CANO site for its schools, a site for records of students enrolled in provincial schools and a site for post-secondary student records.

Six training courses were given during the year including CANO administrator training, the CANO IEP module, nominal roll production, and linking with the Ariane and Charlemagne provincial student information systems.

CANO statistics:

- 31 sites in member-community schools;
- 42 sites pour provincial schools and post-secondary institutions;
- 141 621 logins during the year;
- over 600 requests for support;
- 6 training sessions.

TRAINING

Making Sense of Young Children

The FNEC organized a training course for kindergarten teachers at Amikobi School in Lac-Simon. The goal of this course was to give teachers the opportunity to gain a better understanding of early childhood development and make their classroom interventions more effective. A quiet zone with a tipi was created in each classroom where students can go when they are struggling with their emotions. This meets the needs of children by allowing them to calm down.

The training course was offered to school staff in all seven kindergarten classes during the year.

Understanding vulnerable students

This training course enables participants to understand the impact trauma has on child development and see children from the inside. It provides ideas on how the needs of each student can be addressed.

This course was given to the entire elementary school team in Pikogan, as well as to new employees at the elementary school in Lac-Simon.

Crisis intervention training

These one-day and two-day training courses aim to teach school staff how to prevent emotions from escalating and safely intervene with students in crisis. Four school teams from four communities, and Kiuna students enrolled in the special education certificate program took part this year. They were awarded a joint certificate from the FNEC and the Crisis Prevention Institute (CPI) for the prevention course, and CPI certification on the completion of both courses.

Learning How to Learn – Continuing Education Course on Cognitive Efficiency

The FNEC, in collaboration with the University of Québec Abitibi-Témiscamingue (UQAT), gave the English-speaking communities a continuing education course on cognitive efficiency designed for teachers and people working directly with students. This course directed participants toward a better understanding of the cognitive and emotional aspects involved in learning, and of the strategies used in problem solving and the learning process.



The goal was to give teachers, teaching assistants, and others working with students the opportunity to further their knowledge on how cognitive functioning affects the learning process and improve their teaching methods. For this 30-hour training course, continuing education credits in the form of a certificate were issued by UQAT to twelve participants from five member communities.

Favourable learning conditions through collaboration: classroom climate and management, differentiated instruction and remedial intervention in an inclusive classroom

In conjunction with the University of Québec Trois-Rivières (UQTR), two continuing education workshops in classroom management in a context of differentiated instruction were given to teachers and school staff working directly with students with learning difficulties or behavioural challenges. The goal was to further participants' knowledge of classroom management and differentiated instruction to improve teaching methods and promote effective learning.

At the end of the 30-hour training course given over two weekends, over twenty participants from seven member communities were awarded continuing education credits from UQTR.

Five-step student support process within a response to intervention model and the organization of services organisation des services

In conjunction with a working committee of special education coordinators, 43 school principals and special education coordinators took part in a two-day workshop on the student support process and the organization of services. The goal was to assist participants in establishing a shared approach for role and responsibility assignment among student support process resources, service organization, and resource deployment for the 2020-2021 school year.

Math manipulatives workshops

The FNEC assists schools in establishing professional mathematics learning communities by breaking down teacher workload, organizing phases of work to make meetings more effective, and focussing teachers' attention on culturally appropriate guaranteed and viable curriculum to ensure student success on the high school math exam.

Atikamekw regional development committee – grades 4 and 6

This committee was set up to develop a standardized test for grades 4 and 6 in all three of the FNEC's Atikamekw member communities.

Atikamekw regional development committee Grade 4

After several months of work, schools deployed the French exam on the Canada goose. During the last week of May, all fourth graders in the Atikamekw communities did a reading and writing exam. Afterwards, members of the development committee participated in a correction clinic and corrected all the written exams. In total, three exam books were developed. They then had a meeting to debrief and made changes to the exam. This meeting also enabled participants to share their best practices and take part in a workshop on the writing process.

Atikamekw regional development committee Grade 6

Two of the four texts used in the reading comprehension exam from the examination bank (BIM) were slightly modified to better reflect the reality of First Nations. Over 110 Grade 6 students in the three Atikamekw schools took this exam in May.

The Grade 6 development committee met for the first time after the exam in February to make changes to the exam booklets.

Work-oriented training paths

Guidance services are offered to member-community schools on the work-oriented training paths available to students. Discussions with teachers were held throughout the year to support them and inform them on successful strategies, available community resources, certification opportunities, teaching material, and student learning pathways.

Little Feathers

Little Feathers is a program that prepares children for the transition to kindergarten. With the support of parents, grandparents, children, schools and community services, the common goal is to prepare children so that their first year in school is a success.



The Little Feathers initiative is culturally relevant not only with its First Nations name, but also with the books and material selected for the program.

The FNEC, Institut Tshakapesh and the FNQLHSSC, who contributed memory games and brochures, have formed a partnership for the development of this program.

Little Feathers statistics

- 15 participating schools;
- 1 orientation day organized in each school;
- 550 families received a Little Feathers bag.

Preschool Committee and First Nations K4 Program launch



The Preschool Curriculum Committee was set up to develop a distinctly First Nations curriculum for K4 students. This year, the committee held several meetings to continue working on finalizing the First Nations K4 curriculum.

In August, member communities were invited to the First Nations K4 curriculum launch at the Hotel Montfort Nicolet. This program is the result of more than four years of hard work by and for our member community teachers, and is based on the reality and

needs of the children in these communities. Through cooperation and mutual support with educators, education advisors and elders, First Nations have taken another step toward complete control of their education. Launch attendees celebrated a remarkable moment for our schools.

Science and math videos

In addition to the teaching material already provided to teachers, a series of video clips was produced to help teachers struggling with high student absenteeism. Based on the flipped classroom concept, these clips can be used for exam preparation, remedial lessons, and to further students' understanding of scientific and mathematical concepts introduced in the Quebec Education Program.

So far, clips have been made for Secondary IV Science and the Environment and Secondary IV Mathematics, as well as for Secondary V Chemistry, Physics and Mathematics. Notions were chosen based on the needs presented.

Work is ongoing to cover all the scientific and mathematical notions studied at the secondary level. Secondary IV notions were prioritized this year to ensure adequate student preparation for the ministry exams.

Learning and evaluation situations for elementary math

The FNEC resumed the work begun last year with Wahta' School in Wendake to develop three learning and evaluation situations on mathematical problem solving for each elementary grade modelled on Ministry of Education requirements. Teachers working in our French-speaking and English-speaking member communities will have clearer learning targets and their students will be better prepared for the ministry exams. These learning and evaluation situations are scheduled to be ready for the 2021-2022 school year.



Educational support for science and math

Using the support offered by provincial school boards as an example, the FNEC adapted its service offering to reflect the needs of its member schools in science and math instruction.

The FNEC meets the needs of its member schools by providing them with science and math support through teacher training, educational material development, and assessment of commercial material according to Quebec Education Program standards.

The number of requests for support and educational advising services rose considerably in the last year. These services are meeting the needs and are greatly appreciated. Even schools that already have an education advisor took advantage of the support offered by the FNEC.

Individual online learning

The FNEC offers individual needs-based instruction to students during school hours. This is a third-level, personalized service based on the needs of students and schools. The expertise developed by the FNEC in online learning has resulted in differentiated instruction being added to the guaranteed and viable curriculum offered in its member-community schools.

This opportunity for differentiated instruction enabled a student to stay in school and finish his math course during school hours. Another student turned to online learning to complete the advanced math course she had started when her teacher retired.

Special education learning community

During the course of the year, the FNEC organized upwards of twenty monthly meetings with special education coordinators in its member communities. The overall goal of these meetings was to give participants an opportunity for professional development and to share their expertise.

The goal of the English-speaking group was to give special education coordinators the opportunity to discuss specific cases and share their interventions, resources and expertise that could help these students progress, and to promote professional development among the people working with these students.

The goal of the French-speaking learning community was to establish SMART goals related to their professional duties and monitor their progress on achieving these goals throughout the school year.

100% SMART project

Through this project, schools can plan, prepare, and integrate SMART interactive whiteboards in their classrooms. Consultation, training, and acquisition support services are available to schools. Furthermore, the FNEC has an ongoing regional SMART Notebook licencing agreement for all member schools.

iPad project

The FNEC provides schools the support needed to successfully integrate iPads in their classrooms. Training on how to manage iPads is available to schools, and teachers can learn how to integrate this technology in the classroom.

So far, 12 communities have benefited from this program.

Principal meetings

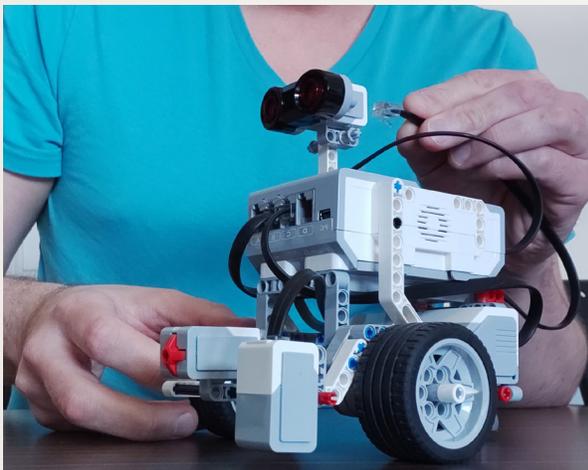
This year, all principals from our member communities met in July at the Manoir du Lac Delage in Quebec City.

The objectives of this event were to:

- encourage networking and sharing good practices;
- take advantage of the occasion to do some professional development.

Robot kit lending service

Robotics is a way to introduce students to computer programming, develop mathematical reasoning and hone their problem-solving skills.



To encourage the use of robotics in the classroom, member communities have access to the FNEC's robot kit lending service and teacher training opportunities. This year,

teachers in Timiskaming were given two training sessions on how to use the LEGO Mindstorms Education EV3 kit to include STEM (science, technology, engineering and mathematics) teaching in their classrooms.

Synchronous and asynchronous online learning

For the ninth year in a row, the FNEC has offered online learning opportunities to member communities. This year, 29 students in 10 classes from 4 communities took advantage of the FNEC's online learning services. Most of these students were taking these courses to obtain the credits needed to further their studies in science.

Over the years, the FNEC has developed expertise in selecting appropriate online learning material and adapting teaching methods. Through this service, schools had access to online support and resources and were able to develop culturally appropriate needs-based curriculum. One of the FNEC's strengths is its ability to group several isolated students together in a single class with one teacher, and provide them with training that would have required too many resources for individual communities.

Through this format, the FNEC offered math and science bridging courses, Environmental Science and Technology, Chemistry, Physics, and ministry exam review classes.

Science lab club

This new project consists in teachers selecting science experiments they want to conduct during the school year and then having a technician go to their community to prepare the material.

This year, one teacher tried out this service and the experience was a great success. The teacher was able to delegate the preparation, handling and clean-up of the material and

equipment, and ensure the experiment was conducted properly and safely. The FNEC's technician had anticipated the challenges the students would face and suggested solutions to the teacher, which resulted in a successful science experiment for everyone involved. Time was saved and reinvested in preparing additional learning activities and helping students.

Innovation in education

The FNEC was mandated to distribute funding allocations to its member communities with schools for the development of innovative projects for all grade levels to improve outcomes for students. This year, schools implemented over 30 projects that targeted:

- creating/redesigning an outdoor learning space;
- integrating technology in the classroom;
- language, culture, tradition, and history preservation;
- providing recreational opportunities, for example a hockey program;
- creating a multisensory classroom environment.

Curriculum alignment with Simon P. Ottawa School in Manawan

As part of the *Building Better Schools Together* approach, Simon P. Ottawa Elementary School asked for the FNEC's help in reading curriculum alignment. Essential learning was selected from content proposed in the Ministry of Education's progression of learning.

The first stage was completed with Cycle Three teachers in January, and was followed by Cycle Two and then Cycle One since the reading curriculum alignment process has to be done in descending order.

The FNEC then assisted Simon P. Ottawa School with writing skill development in French language of instruction. A preliminary meeting was held with Cycle Three teachers. This process is slated to continue with the other cycles in spring 2020.

History of Quebec and Canada working group

In November, the FNEC organized a meeting with teachers and education advisors in five FNEC-member high schools. The purpose of this meeting was to share best practices and teaching tools and identify the main challenges students encounter in the final exam issued by the ministry in June.

Selecting essential learning in each chapter was accomplished online.

Promotional activities

The FNEC took part in a variety education-related events throughout the year to promote its services, accomplishments, and member-community schools. Participating in these events also enables the FNEC to establish new partnerships with other organizations working in education.



ORIENTATION 4: TECHNOLOGIES

This orientation aims to improve community and school accessibility to technologies, and facilitate their use through optimized ICT and connectivity, and improved services offered by the help desk. The use of ICT is essential to respond to the needs of students, teachers, schools and communities. This approach contributes to improving the quality of services.

Technical support for schools and communities

The use of ICT is essential to respond to the needs of students, teachers, schools and communities. The FNEC aims to improve community and school access to technologies, and to facilitate their use through optimized ICT, connectivity, and help desk services. This approach contributes to improving the quality of services by:

- enhancing help desk promotion and service offerings to schools;
- offering consultative support for strategic planning and development;
- maintaining a help desk system to assist with support request management for technicians;
- designing a strategic management tool to help communities develop ICT strategic plans.

Furthermore, preliminary ICT governance assessments have been conducted in all member schools, and an ICT dashboard has been created to help communities monitor their progress.

Office 365 deployment



Office 365 is a suite of cloud-based computer software that promotes a culture of collaboration in person and online. The Office 365 platform was implemented at the FNEC as a pilot project in preparation for member-community school deployment in 2020-2021. Several training sessions were given to FNEC staff as part of this pilot project, which served as a lesson by offering a better service and ensuring the best practices possible are used. First Nation Wolastoqiyik Wahsipekuk band council employees in Viger were also given Office 365 collaborative computer platform training.

Software licencing

The FNEC maintains regional licencing agreements to provide access for all school computers at no cost to the communities. In total, 26 schools benefit from this initiative.

This software is accessible through the FNEC and can be downloaded from a secure location:

- Microsoft Education (Windows upgrade and Office)
- McAfee antivirus
- SMART Notebook
- Zoom videoconference
- Adobe Creative Suite

Broadband connectivity

Through its broadband project, the FNEC is continuing its mission to support fibre optic infrastructure connectivity across all public sectors in communities while ensuring community ownership of this infrastructure.

The FNEC has deployed a total of 20 community networks to date and is working to extend fibre optic networks to member communities needing more connectivity infrastructure to accommodate all public sectors.

The FNEC submitted its annual proposal request to ISC for fibre optic expansion, fibre optic maintenance and repair, firewall equipment maintenance, equipment upgrades, and network engineering support. The proposal covers a three-year period and is continually updated to reflect the current needs of communities.

Although fibre optic needs are still a priority, the need for equipment upgrades and Wi-Fi is becoming critical for communities that have equipment reaching the 10-year mark.

The FNEC has started to replace networking equipment and Wi-Fi access points. This year, we deployed a total of 200 Wi-Fi access points in nine First Nations communities. The FNEC aims to submit a proposal next fiscal year to continue this essential work among its member First Nations.



Equipment purchasing

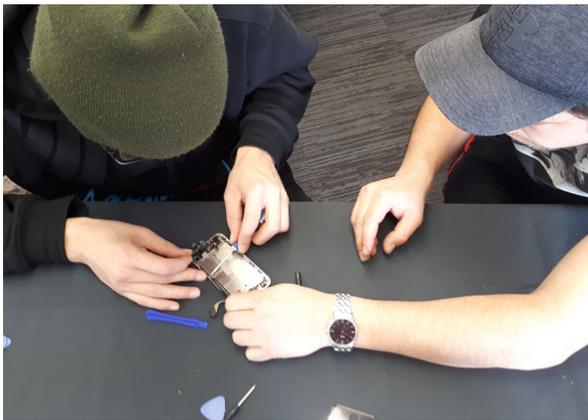
The FNEC offers schools support for IT equipment evaluation and acquisition. The FNEC provides leading edge technologies as well as the latest in software updates which is essential to maximize user and network protection.

Mainly the FNEC:

- provides consultation support for purchasing SMART boards, software upgrades, and computer equipment;
- supports school acquisition and implementation of iPad technology;
- helps schools maximize savings on iPad application purchases via Apple Education Canada's Volume Purchasing Program, which includes Jamf mobile device management software licencing;
- coordinates the deployment of Microsoft Office 365 licences to students.

Skills Link Youth Employment Program

The FNEC's Technology Department ensures the delivery of the Skills Link – ICT program giving 18 to 30-year-old workers access to valuable training. The program supports their labour market participation while fulfilling the need for IT technicians in First Nations communities.



The training they received in the IT Essentials course, enabled them to acquire basic skills that every entry-level IT technician needs to obtain industry-recognized CompTIA A+ certification. Participants also took advantage of a 28-week community internship to put their newly acquired skills into practice.

This year, 14 young adults from 10 communities were enrolled in this program and were given 40 hours of online training and two week-long courses on site.

Regard software

To help schools manage their library resources, the FNEC made a group purchase of the Regard platform from GRICS and hosted the platform on its servers. Participating schools have access to a user and document database, can keep track of library loans, and conduct document searches.

First Nations Technology Conference

In April, the FNEC held its First Nations Technology Conference on the theme “Reaching New Heights” at the Hotel Signature Québec. This two-day event for directors of education and IT technicians in FNEC-member communities attracted over 40 people from 16 communities. The conference featured presentations by experts in information management and IT governance on essential elements for IT capacity building.

Several subjects were addressed including:

- the FNEC's ICT governance framework;
- the quality assurance reference framework for technical support services;
- technology-enhanced learning;
- success stories and best practices.



ORIENTATION 5: SUPPORT FOR POST-SECONDARY EDUCATION

The FNEC develops targeted, needs-based post-secondary programs and customized training courses for its member communities. In developing and implementing postsecondary and adult education programs, the FNEC contributes to increasing First Nations student enrollment, skills development and graduation rate. Similarly, access to continuing education and professional development allows teachers, school staff and administrators to keep their practices up-to-date, and communities to benefit from qualified personnel.

Kiuna Institution

At Kiuna Institution, established by the FNEC, First Nations students discover a culturally adapted post-secondary institution that meets their needs. What follows are a few highlights of 2019-2020. The college's complete annual report is available at www.kiuna-college.com.

Graduates

Kiuna a célébré la réussite de 13 étudiants et de sa première finissante allochtone lors de sa 7^e cérémonie de remise des diplômes. Elle compte désormais 105 diplômés.



Capacity building needs analysis

As part of Kiuna's strategic planning, a survey was conducted to identify self-government capabilities and the need for capacity building in First Nations communities. Kiuna intends to base its future program offerings, as well as training programs for new hires and permanent staff on the results of this survey.

Programs in the following fields have been targeted:

- health and social services (three-year technical programs in social work and nursing)
- education (teaching degree or education assistant training program)
- accounting and finance
- clerical and office work
- IT and network management
- Human resource management
- management

Staffing

Several new hires were added to Kiuna's team this year to conduct outreach activities, support recruitment operations and enable new services and programs to be delivered.

Skamon Childhood Services

With the instrumental support of Kiuna's partners, and in keeping with its mission, Kiuna established Skamon Childhood Services. Skamon means corn in Abenaki and was chosen to represent how the Abenaki traditionally used corn plants as tutors. Skamon Childhood Services give children and their parents, who are studying at Kiuna, access to professional services that will support their growth and development. The service offering includes:

- assessment and support for children with learning disorders
- Psychotherapy and counselling for children experiencing emotional difficulties
- psychoeducation and special education counselling

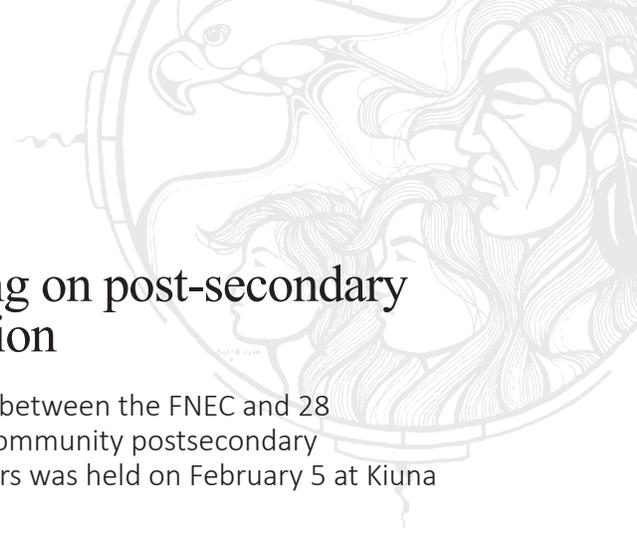


Program development and implementation

- School of archaeology in partnership with the Grand Conseil de la Nation Waban-Aki.
- Certificate program in event coordination.
- Pre-university program in Indigenous cinema in association with Wapikoni Mobile.
- Indigenous language instruction.
- Physical education course based on traditional dances.
- Pre-university special education in Indigenous communities.
- Negotiations with Saint Paul University to create a bridge between the Social Science – First Nations pre-university program and the university's undergraduate degree in social innovation.
- Discussion phase of a diploma-to-degree program in Indigenous leadership and governance with Saint Paul University.
- Project discussions with the First Nations of Quebec and Labrador Economic Development Commission to create a program adapted for community economic development officers.

Independent administration

The discussion committee is meeting twice a month to establish how Kiuna could achieve independent status by 2022 and will be issuing its findings and recommendations to the Ministry of Education within 18 months.



Online adult education – Yahndawa’

Yahndawa’ is a distance learning portal for First Nations co-managed by the FNEC and the CDFM huron-wendat. The goal of this online training program is to enable First Nations adults to obtain their high school diploma or complete prerequisite courses for vocational training programs.

The FNEC oversees the management of the project, supplies on-loan computer equipment, and provides technical support and academic and professional information.

Two new courses were added to the service offering, and as of February 2020, 32 adults were enrolled in Yahndawa’ online courses.

Meeting on post-secondary education

A meeting between the FNEC and 28 member-community postsecondary coordinators was held on February 5 at Kiuna Institution.

The purpose of this meeting was to enable communities to share their experience, perspective and practices in post-secondary education.

The meeting also enabled:

- the issues surrounding postsecondary education to be presented;
- work being done at the national level to be addressed including a presentation by the Assembly of First Nations;
- a preliminary discussion to be held on support services and post-secondary education offered to First Nations students.



ORIENTATION 6: YOUTH SERVICES

Youth services include various training programs and activities designed to meet the needs of young people through capacity building that will facilitate networking among them.

Literacy camp monitor training

In June, the FNEC held a five-day training course for literacy camp coordinators and monitors at Kiuna Institution.



The goals of this training were to:

- prevent learning loss over the summer;
- Encourage and nurture a love of reading;
- develop community partnerships and school-home-community relationships;
- strengthen community capacity through local personnel recruitment and service partnerships.

Twenty participants from five member communities took part in this training course enabling hundreds of children to benefit from summer literacy camps in their community.

Twelfth annual FNEC Inter-school Games

The 12th edition of the FNEC Inter-school Games was held from May 8 to 12 at Laval University's Pavillon de l'éducation physique et des sports. This edition had a record-breaking 680 participants from 16 communities and 22 First Nations schools in Quebec!

Four disciplines were showcased during this annual five-day sporting event: floor hockey, volleyball, basketball and track and field.

The Games have three main objectives: to encourage the development of healthy lifestyle habits, promote student retention and support student success.

We are pleased with the growing popularity of the FNEC Inter-school Games and the sense of pride it instills in children and teens in First Nations communities.



ORIENTATION 7: OPERATION AND MAINTENANCE OF THE FNEC SECRETARIAT

The FNEC uses a results-based management system in its departments to encourage new service delivery while monitoring quality assurance of the services already offered to its member communities. Considering that the FNEC's service offering is constantly growing, we must find ways to optimize resources, streamline cost management practices, and ensure economies of scale.



Recrutement

The FNEC is constantly evolving in the face of socioeconomic realities, and this is shown in the more than ten new employees who have joined the FNEC team during the year.

To meet the growing need for qualified personnel in schools and communities, the development of regional strategies was prioritized to maximize recruitment and retention of skilled resources in education. The organization is now offering different services to increase visibility of careers in this area, and support member communities in adopting and optimizing best practices in professional onboarding and staff retention. These services are part of a promotional perspective on careers in education among community members and outreach of the FNEC and its member communities.

2020-2025 strategic plan

A solid analysis and understanding of the past leads to a better plan for the future!

As soon as we completed the table of our achievements under the 2015-2020 strategic plan, we began drafting our plan for 2020-2025. A report on the more than positive results showing that the FNEC achieved all of the 2015-2020 strategic plan objectives was presented to FNEC representatives and employees in 2019. We want to thank everyone who took part in fulfilling our 2015-2020 strategic plan.

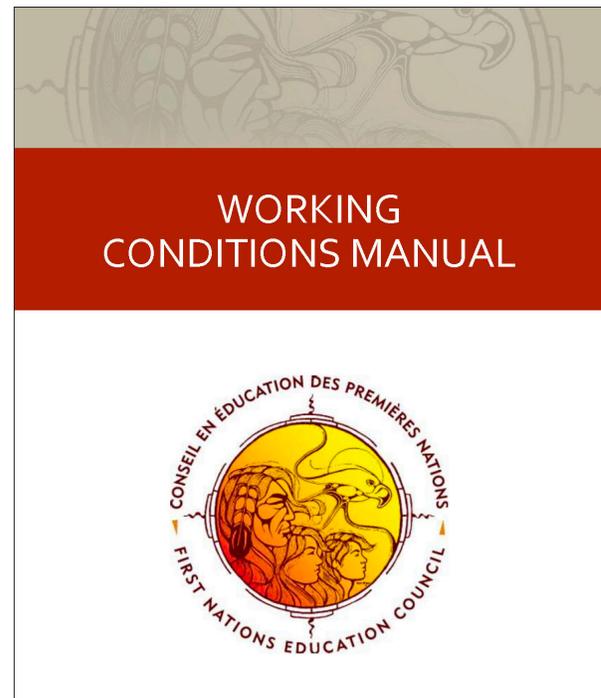
This assessment has enabled the FNEC to firmly root the 2020-2025 strategic planning process in which several teams are involved including FNEC employees and representatives. Work on identifying the FNEC's strengths, weaknesses, threats, opportunities, issues and potential mandates

was accomplished by FNEC representatives at the general assembly in November and remotely via teleconferences. We are in the process of assembling the information gathered, and have begun drafting the strategic direction and mandates, which we intend to present at a virtual general assembly in June 2020. The FNEC hopes to have its 2020-2025 strategic plan adopted by the fall which will coincide with its 35th anniversary celebrations! Many strategic orientations have already been established including distance learning, language instruction program development and the essential role of technology. We are looking forward to the next five years!



Working conditions manual review

The FNEC is continuing to update its practices and procedures through the ongoing review of its working conditions manual to ensure conformity with legal requirements and regulations.



FINANCIAL STATEMENTS



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Independent Auditors' Report

To the members of the
FIRST NATIONS EDUCATION COUNCIL

Opinion

We have audited the accompanying financial statements of the **FIRST NATIONS EDUCATION COUNCIL**, which comprise the Statement of Financial Position as of March 31, 2020 and the statements of income, of changes in net 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, except for the effects of the matter described in the « Basis for Qualified Opinion » paragraphs, the accompanying financial statements present fairly, in all material respects, the financial position of the FNEC as of March 31, 2020, and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

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 FNEC 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.

Information Other than the Financial Statements and Auditor's Report Thereon

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.

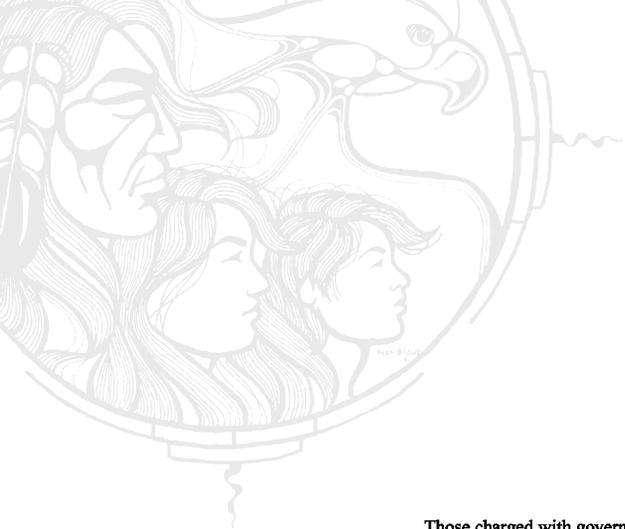
Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

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 accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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



Those charged with governance are responsible for overseeing the FNEC financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis on the 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 FNEC 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 FNEC ability to continue as a going concern. If we concluded 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 auditors' report. However, future events or conditions may cause the FNEC 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 the expected extent and timing of our audit work and our significant observations, including all important deficiencies in the organization's internal control that we could have noted during our audit.

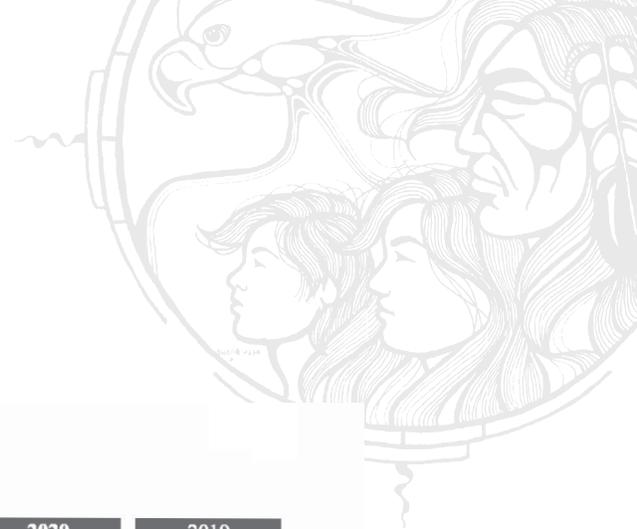
Groupe RDL Québec inc.

Groupe RDL Québec inc.¹
Society of Chartered Professional Accountants

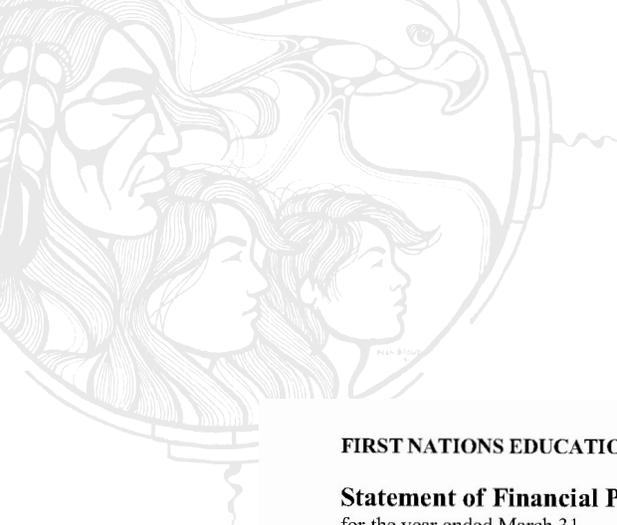
Quebec,
June 18, 2020

¹ François Soucy, CPA auditor, CGA

Groupe RDL Québec inc. is a separate and independent legal entity that is not associated or mandated by the other entities of the RDL Group.


FIRST NATIONS EDUCATION COUNCIL
Statement of Revenue and Expenses
 for the year ended March 31

	2020	2019
	\$	\$
REVENUE		
Contributions for the Achievement of the Programs		
Financial Support		
Indigenous Services Canada (ISC) (p. 15)	39,753,971	38,983,437
FNEC-Technology (Health Canada)	328,002	500,000
Ministère de l'Éducation et de l'Enseignement Supérieur (MEES)	31,500	49,745
Aboriginal Affairs Secretariat (AAS)	—	46,940
Canadian Heritage	82,426	—
Financing Activities and Sponsorships - Inter-School Games	64,258	84,600
Communities	992,082	675,374
Kiuna Institution (p. 36)	2,440,473	1,835,850
Kiuna Residences (p. 38)	138,140	106,638
Membership Fees	22,000	169,400
Earned Interest	234,835	160,517
FNEC Grant – Languages, Leisure and Cultures	—	140,125
Other (p. 39)	63,158	76,935
	44,150,845	42,829,561
EXPENSES		
Achievement of the Programs		
Funded Programs (ISC) - Decentralized Programs and Expenses (p. 15)	37,850,739	36,305,716
Others Programs (p. 16)	4,304,047	3,773,526
Activity Expenses of Non-Eligible Communities	—	71,223
Administrative Expenses (p. 17)	1,604,439	1,822,736
	43,759,225	41,973,201
EXCESS OF REVENUE	391,620	856,360



FIRST NATIONS EDUCATION COUNCIL

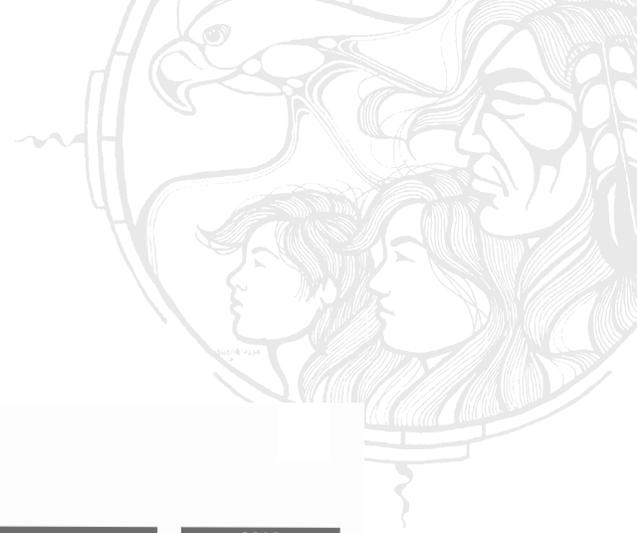
Statement of Financial Position

for the year ended March 31

	2020	2019
	\$	\$
ASSETS		
CURRENT ASSETS		
Cash	8,281,489	2,331,562
Accounts Receivable (note 3)	4,553,950	6,318,540
Prepaid Expenses	108,168	116,088
Investments (note 4)	5,095,424	5,065,427
	18,039,031	13,831,617
CAPITAL ASSETS (note 5)	43,799	48,579
	18,082,830	13,880,196
LIABILITIES		
CURRENT LIABILITIES		
Creditors (note 7)	5,716,191	4,805,559
Deferred Contributions (note 8)	7,305,475	4,405,093
	13,021,666	9,210,652
NET ASSET		
Invested in Capital Assets	43,799	48,579
Restricted (note 9)	776,456	1,076,257
Unrestricted	4,240,909	3,544,708
	5,061,164	4,669,544
	18,082,830	13,880,196

Approved on behalf of the Finance and Administration Committee

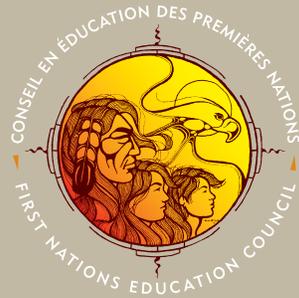
Isabelle Losier



FIRST NATIONS EDUCATION COUNCIL

Administrative Expenses Analysis
for the year ended March 31

	2020		2019
	Budget	Actual	
	(not audited)		
	\$	\$	\$
Small Equipments Purchasing	-	-	57 850
Leasehold Improvements	10 000	11 370	-
Depreciation of Tangible Fixed Assets	7 000	4 780	4 688
Insurances and Security	16 000	16 406	13 657
Connectivity	15 000	-	-
Electricity, Heating, Air Conditioning	25 000	20 333	26 082
Equipment and Premises Maintenance	18 000	12 500	46 285
Equipment - Furnitures	15 000	23 349	-
Computer Equipment	90 000	58 777	-
Banking Fees	1 600	6 576	1 545
Licence Fees and Software	25 000	8 220	-
Travel and Representation Expenses	25 000	29 598	47 433
Rent	153 600	157 500	158 850
Stationary and Office Supplies	46 500	51 958	22 361
Human Resources (Training and Professional Certification)	136 425	29 186	17 651
Return of Inter-School Games	-	-	40 000
Salaries and Benefits	1 100 585	1 076 523	1 186 960
Professional fees	200 000	87 973	174 542
Telecommunications	22 000	9 390	15 700
Barriere Lake Transition	-	-	9 132
	1 906 710	1 604 439	1 822 736



FIRST NATIONS
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