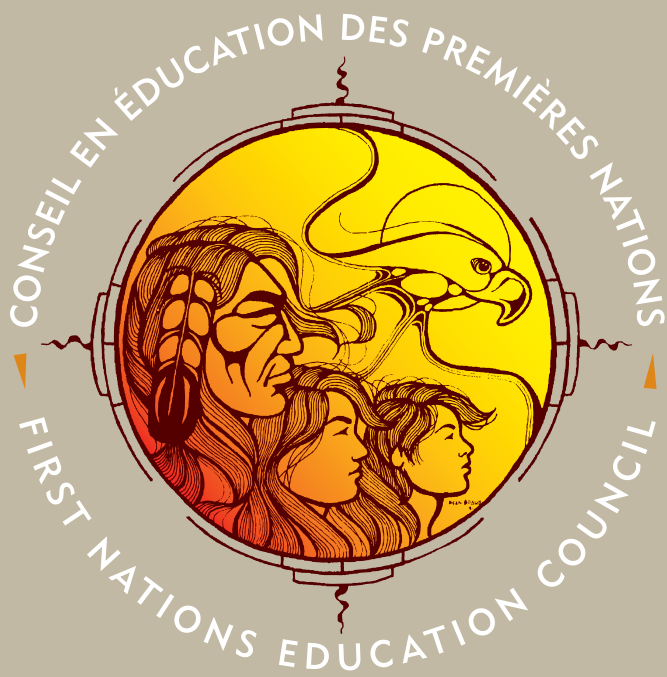




2022-2023

ANNUAL REPORT





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 in the section "Annual reports", under *Publications*.

This report documents the FNEC's operations and achievements for the fiscal year beginning April 2022 and ending March 2023.



MESSAGE FROM THE DIRECTOR GENERAL

DENIS GROS-LOUIS

I am enormously proud and pleased to present the annual report on the FNEC activities for 2022-2023. It was a landmark year, in which the FNEC set a historic milestone by realizing the vision of its founding members in signing the Regional Education Agreement. The fruit of ten years of hard work, it was a major step in our mission: the full control of education by and for First Nations.

There's no denying that reaching this milestone brings its share of challenges. Nevertheless, it is with great confidence and enthusiasm that we are ready to tackle them, and above all, to continue to break down institutional and systemic barriers.

Before we focus on the future, let's take a moment to look back at some of the achievements of the year 2022-2023:

- The signing and implementation of the Regional Education Agreement;
- The conclusion of an agreement to develop an Indigenous university centre in Quebec;
- Working meetings on the delivery of educational services and performance indicators under the Agreement;
- The introduction of new work paradigms with the governments that recognize our collective expertise in educational content;
- Increased efforts by the Chiefs committee and the FNEC to reduce the impact of the French Language Act (Bill 14);
- The integration of more than 25 new talents within the FNEC.

I invite you to read our annual report and take a closer look at what has been achieved this year. I hope you will join me in acknowledging the extraordinary work accomplished by our teams.

Happy reading!

Denis Gros-Louis
Director General
FNEC



PRESENTATION OF THE FNEC

FNEC

The First Nations Education Council (FNEC) works on behalf of eight First Nations across Quebec. Spread over a vast territory, its 22 member communities, include, in addition to Kiuna Institution, 25 elementary and secondary schools and close to 5,900 students. Each one of these First Nations has its own unique language, culture, traditions, demographics, and socioeconomic profile. In addition to their Indigenous languages, 12 of our member communities use French as their working language, while 10 communities use English.

OUR TEAM

Our dedicated team of 65 employees provides a wide range of expertise and are truly committed to meeting the needs of member communities.



OUR MISSION

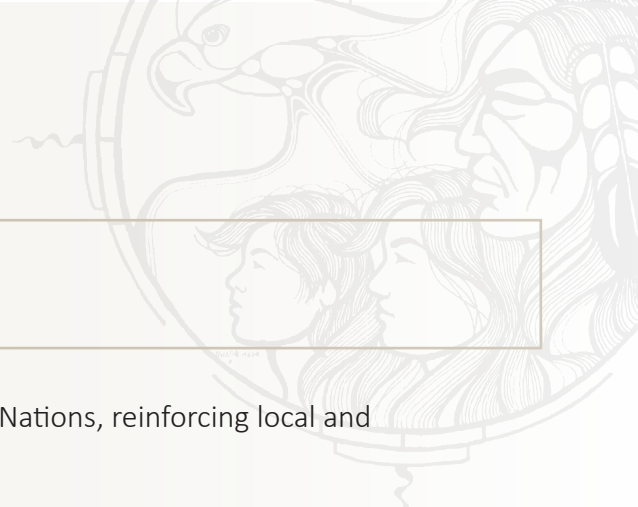
The FNEC contributes to the complete takeover of and inherent jurisdiction over education by its member First Nations. The FNEC represents and defends the interests of this collective strength by promoting the realities of each Nation and respecting their identity, culture, and traditions. Excellence, student success, cultural pride, and control of education by and for First Nations are at the heart of its mission.

OUR VISION

FNEC member First Nations locally exercise their inherent right to complete jurisdiction over education. Their school system promotes lifelong learning, local capacity building and learner well being.

OUR 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 First Nations 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 respects the realities of First Nations, reinforcing local and regional capacity in education.

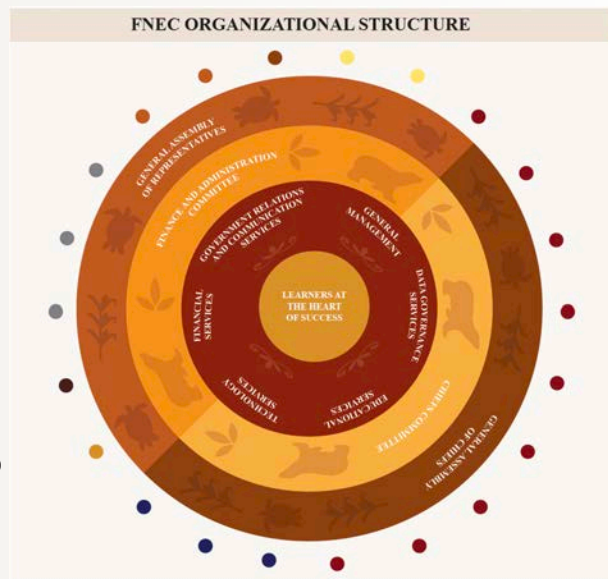
The FNEC is fundamentally an organization of communities, advocating for member community rights in education and improving student outcomes. The FNEC champions member communities’ issues and encourages them to exercise their authority in education.

The FNEC does not exist independently of member communities but is well established within their fold and feeds into their interests.

The FNEC’s governance structure is a democratic model, with full participation in the decision-making process by all 22 member communities.

The FNEC’s structure includes:









- The **Special General Assembly**, composed of chiefs from each member community. The mandates it assigns to the FNEC secretariat serve to fulfill the organization’s mission, realize its vision, and defend its political positions.
- The **Chiefs’ Committee**, made up of a maximum of seven volunteer members sitting at the Special General Assembly, advises the organization and the Chiefs of member communities on education policy issues. With the support of the FNEC, it develops policy strategy, represents the interests of member communities, and keeps the Chiefs informed of progress and negotiations.
- The **General Assembly** that brings together 22 education representatives appointed by their respective communities and entrusts its mandates to the FNEC.
- The **Finance and Administration Committee**, 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.

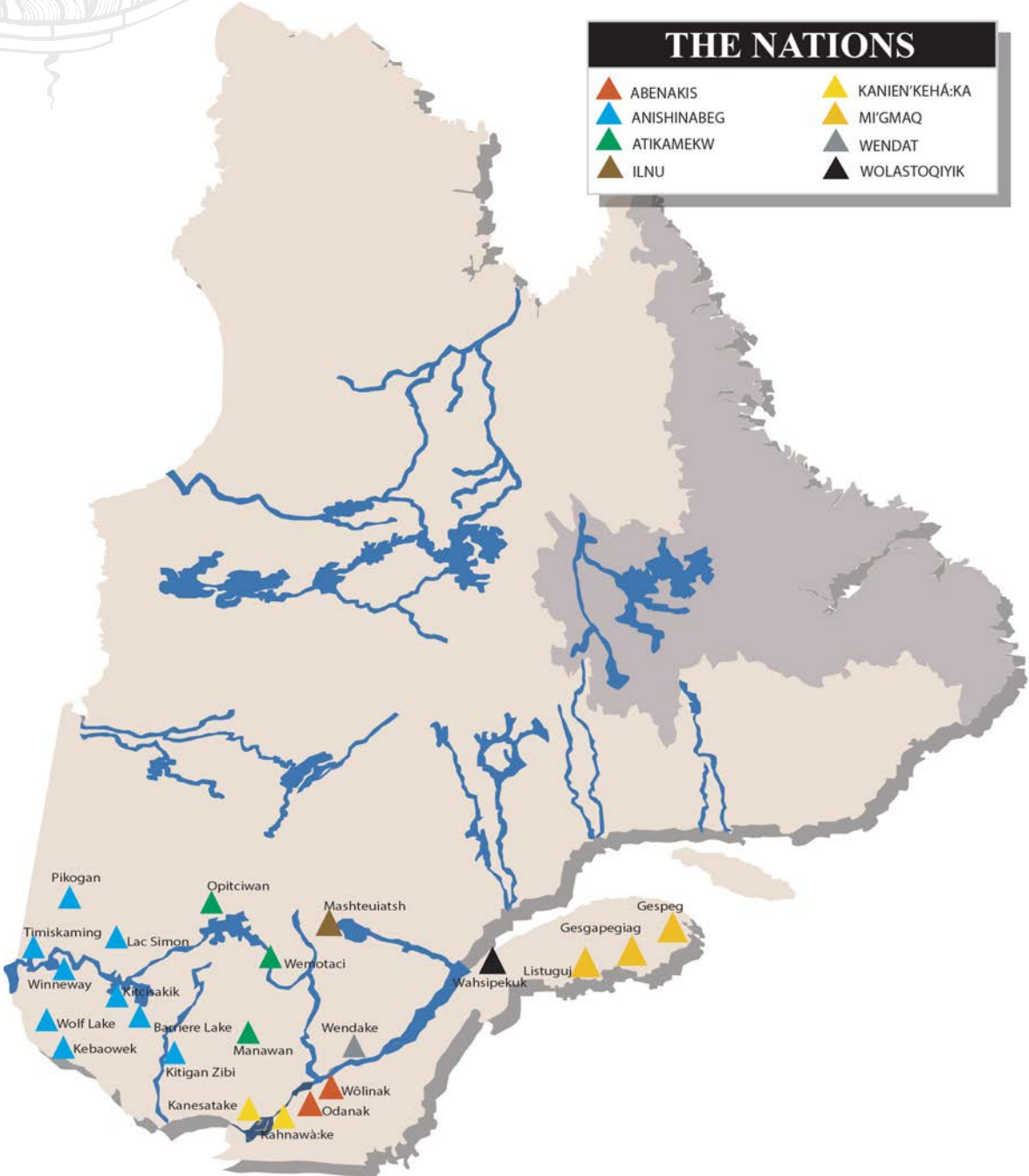




MEMBER COMMUNITIES

THE NATIONS

 ABENAKIS	 KANIEŃ'KEHÁ:KA
 ANISHINABEG	 MÍ'GMAQ
 ATIKAMEKW	 WENDAT
 ILNU	 WOLASTOQIYIK



ORIENTATION 1: FIRST NATIONS EDUCATION BY FIRST NATIONS PEOPLE

The FNEC maintains its commitment to ensuring the complete takeover of education by and for First Nations.

Regional Education Agreement

The year 2022-2023 began with a period of intense activity and culminated in the ratification of the Regional Education Agreement.

Between February and July 2022, no fewer than 24 visits and meetings via videoconference led to the chiefs of FNEC member communities entering into the Regional Agreement, while negotiations between FNEC, Indigenous Services Canada (ISC) and Justice Canada, and the mandated lawyers, under the supervision of Mr. Benoit Amyot, proceeded in a spirit of cooperation.

Thanks to the precision and transparency of the calculations and methodology developed jointly by the FNEC and its member communities - the strength of the funding model - the entire budget provided for in the Regional Education Agreement was disbursed to all in 2022-2023, retroactive to April 1, 2022.



Regional Education Agreement Signing Ceremony

On July 14, 2022, the FNEC, 22 member communities and Indigenous Services Canada (ISC) gathered in Kahnawà:ke for a press conference followed by a ceremony to officially sign the Regional Education Agreement.

The result of ten years of hard work, the Agreement is based on a funding formula entirely designed by and for First Nations members of the FNEC. The agreement will ensure that the education needs of students, from kindergarten to Grade 12, are fully funded based on community models, priorities, and realities.

The signing of this historic agreement is a concrete expression of the founding members' vision. It is also a testament to the expertise and determination of education professionals from the FNEC members.

Treasury Board submission

September 15, 2022, marked the Treasury Board submission at SAC's offices in Gatineau, accompanied by a presentation on the implementation of the Regional Education Agreement, including accountability, financial and governance frameworks, and performance indicators. It was a moving scene, and particularly poignant when Christine Harmston, General Manager of ISC's Education and Social Development Programs and Partnerships Sector, had the honour of holding in her hands the wampum symbolizing the Agreement.

On December 1, 2022, the Regional Education Agreement's 2022-2023 budget of \$310.6 million additional dollars over five years was officially approved and confirmed.

Presentation of the negotiation process in other provinces

Characterized as an unprecedented and historic agreement, the Regional Education Agreement, and the negotiation process that led to its successful conclusion, have attracted the interest of several First Nations organizations across Canada. The Regional Agreement was presented to the Manitoba First Nations Education Resource Centre (MFNERC), the Association of Iroquois and Allied Indians (AIAI) and Chiefs and the representatives from the Yukon, Ontario and the Maritimes.

Implementation

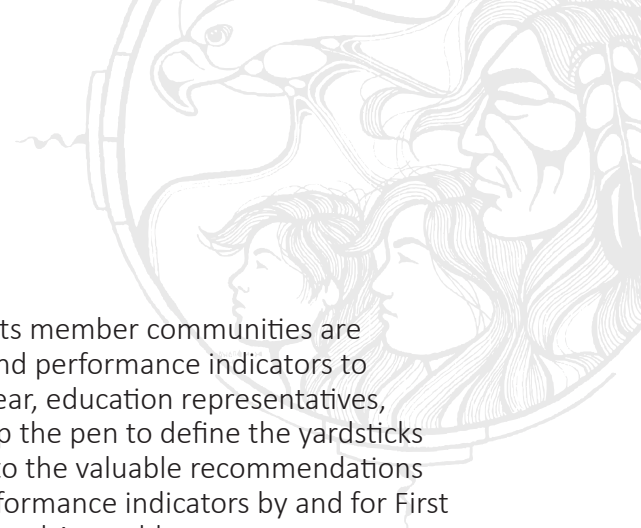
Funding formula

Implementation of the Regional Education Agreement, retroactive to April 1, 2022, got off to a smooth start, with communities receiving their full funding in March 2023, i.e., at the very end of the fiscal year. During this period, several communities benefited from the support of various FNEC teams in determining their priorities for the implementation of the Regional Agreement.

The year 2022-2023, a year of transition, was marked by collaboration between ISC and the FNEC, not only in recoding funding and redesigning programs, but also in clarifying the details of the various disbursements made throughout the year.

There are several opportunities to advance the housing agenda for the benefit of teachers and support staff who work in the communities. Progress on this matter would greatly help the communities keep their educational workforces in improved housing conditions while continuing to hire several hundred additional educators, according to the Agreement's objectives.

An initial annual review of the funding formula was conducted from August 2022 to February 2023.



Performance indicators

Under Article 12.16 of the Regional Agreement, the FNEC and its member communities are responsible for jointly developing a performance mechanism and performance indicators to measure the effects of the Agreement. Thus, throughout the year, education representatives, school leaders and school teams had the opportunity to take up the pen to define the yardsticks for measuring the success of the Regional Agreement. Thanks to the valuable recommendations of its member communities, the FNEC was able to develop performance indicators by and for First Nations, which were approved by a resolution at the FNEC General Assembly.

Nominal rolls

In 2022-2023, CANO's nominal roll was used for the very first time to calculate the following year's funding. However, the distribution for 2023-2024 has been somewhat delayed due to the late submission of certain nominal rolls.

Status of completion of nominal rolls in 2022-2023



First Nations Preschool cycle program

The FNEC has begun developing a preschool education program-cycle that will encompass kindergarten for 4-year-old and 5-year-olds. A committee made up of teachers from schools in member communities has been set up to advance work in the physical and motor, affective, social, language and cognitive domains. At a meeting held in October, community teachers were asked to identify the essential learnings that will be included in the cycle-program, work that was finalized by the committee.

National Indian Education Council

As a member of the National Indian Education Council (NIEC) of the Assembly of First Nations (AFN), the FNEC has been actively involved in advocacy and policy development in education at the national level.

School Space Accommodation Standards

Over 2022-2023, the FNEC contributed to drafting the new standards for the construction or major renovation of First Nations school infrastructure funded by the Government of Canada, the *School Space Accommodation Standards* (SSAS).

This new version of the SSAS offers vast improvements in student health, safety and well-being, provincial comparability, the specific needs of students and communities, and the cultures and languages of First Nations communities.

First Nations Adult Education School Council

As a representative of its member communities, and as a trustee of the First Nations Adult Education School Council. The FNEC continues its efforts to ensure that federal training funds are decentralized and directed towards centers offering direct assistance to students. The FNEC has always advocated collaboration and efficient resource planning to optimize synergy between the players in the overall First Nations training network.

Our 22 member communities, which were represented during the 2022-2023 fiscal year, benefited from FNEC support in carrying out their activities and adapting them to meet the real needs of students.

Assembly of First Nations

True to its commitment to support education by and First Nations, the FNEC travelled to Vancouver, July 5-7, 2022, for the AFN General Assembly and to Ottawa, December 6-8, 2022 to take part in the Special Assembly.

The FNEC took advantage of these opportunities to lend a hand to the Chiefs of its member communities, participate in regional caucuses, and support the Chief responsible for the education portfolio, collaborate in the design and drafting of resolutions, notably on First Nations sovereignty in matters of digital connectivity and spectrum, and meet with various federal departments and members of ministerial cabinets. The FNEC also supported and advised members of the FNEC Chiefs' Committee in the presentation of education-related files.

It is also with the support of the FNEC that the Chiefs of Gesgapegiag and Manawan, John Martin and Sipi Flamand, tabled a resolution to solicit the support of the AFN Chiefs and the National Chief for a potential legal action against the *Act respecting the official and common language of Quebec*, French (Bill 14), a resolution which was adopted by the AFN Executive Committee in January 2023.



Meeting with the Minister of Indigenous Services

The AFN Special Assembly was also an opportunity for Chief John Martin, member of the FNEC Chiefs' Committee and head education portfolio holder for Quebec on the AFN Chiefs' Committee on Education, to meet with the Honourable Patty Hajdu, Minister of Indigenous Services, to discuss priority issues for our member communities and our organization. Discussions between the Chief of Gesgapegiag and the Minister included the establishment of the Executive Committee of the Regional Education Agreement and the School Space Accommodation Standards committees, as well as the Education Partnerships Program and the Canadian government's support for the legal challenge to c. 14 (also known as Bill 96). The financial sustainability of the Kiuna Institution was also discussed. The Minister assured Chief Martin that her department and office would support and follow-up on these matters.



Advocacy work with the opposition parties at the Legislative Assembly

In winter 2022- 2023, Government relations and communications services organized meetings with parliamentarians representing the opposition parties. Discussions were held with Marwah Rizqy, MNA for Saint-Laurent and Official Opposition Spokesperson on Education and Higher Education, and Manon Massé, MNA for Sainte-Marie-Saint-Jacques and Co-Spokesperson for Québec solidaire. The two elected officials were made aware of the realities of First Nations students, the issues of eligibility for English-language instruction for Indigenous students in English-language colleges, and the institutional and systemic barriers that have been erected over the years and that prevent First Nations from taking full control of First Nations education.

ORIENTATION 2: STUDENT SUCCESS THROUGH ONGOING SCHOOL IMPROVEMENT

An Act respecting French, the official and common language of Québec (c.14)

On May 24, 2022, the Legislative Assembly of Quebec adopted c. 14, *An Act respecting French, the official and common language of Québec* (formerly Bill 96). Since the tabling of the bill in May 2021, the FNEC has been committed to defending the rights of learners in its member communities.

The FNEC worked pre-emptively with the Assembly of First Nations Quebec-Labrador (AFNQL), and regional commissions and organizations, to draft a policy statement that would serve as a master document for defending the interests of First Nations in Quebec, particularly their rights to self-determination in education, languages, and culture.



The FNEC then turned its advocacy efforts to provincial elected officials. Meetings were held with the Quebec Minister of Education and the offices of the Minister of Higher Education and the Minister Responsible for Relations with First Nations and Inuit. The FNEC also met with elected representatives of opposition parties and members of the senior provincial civil service.

Finally, the FNEC collaborated with the chiefs of member communities and the AFNQL to draft and adopt a resolution enabling the regional chief to investigate all possible recourse for a legal challenge of c.14 in collaboration with the FNEC.

Another resolution, tabled in December 2022 by Chiefs John Martin of Gesgapegiag and Sipi Flamand of Manawan at the AFN chiefs' assembly, requesting support from the chiefs and the national chief of the AFN for a potential legal challenge of c.14 was adopted in January 2023 by the AFN Executive Committee.



Provincial round table on the educational success of Indigenous students

The mandate of the roundtable, which FNEC cochairs, is to promote cooperation between Indigenous and non-Indigenous organizations.

To support and improve the educational success and retention of Indigenous students, the Quebec government:

- invested 19.4 million dollars to for the creation of three measures aimed at direct student assistance, and decolonizing teaching materials and programs;
- set up an Indigenous strategy to respond to some of the roundtable's priorities for action, to the ministry's willingness to develop an approach adapted to Indigenous realities, and to the calls for action made by various commissions in recent years, notably the Viens Commission, in education.

The roundtable is in line with the Ministry's desire to implement actions adapted to Indigenous realities, and to support four major orientations:

1. support the educational success and wellbeing of Indigenous students;
2. recognize and value Indigenous ways of learning, knowledge, and perspectives in education;
3. enhance understanding of Indigenous realities and adopt adapted approaches;
4. build and reinforce collaboration and partnerships in Indigenous education.

Consultations on the educational success of Indigenous students

On March 23 and 24, 2023, representatives from Educational Services and Government Relations and Communications Services took part in consultations with the Minister of Education on the school success of Indigenous students. These two days of consultations enabled the Ministry to take the pulse of First Nations education partners on various aspects of the educational success of students from our communities.

Student Information System (CANO)

The FNEC continues to provide free support to the many CANO users, who opened nearly 175,000 sessions in 2022-2023. The CANO team responded to over 800 requests for support.

Group training sessions are always offered in time for the start of the school year, to help administrators set up for the new year. A workshop on the production of the nominal roll is also offered in the fall. The CANO team also accepts requests for customized training as required. In all, 101 participants took advantage of the 22 training courses offered.

Since the signing of the Agreement, CANO has been evolving constantly to meet the needs expressed by the communities. Major changes to the system in 2022-2023 included:

- the introduction of a funding site for each community, detailing the funding received under the Regional Education Agreement;
- the redesign of the nominal roll module for elementary and secondary schools;
- the addition of BrightArrow-compatible functionality to automatically notify parents of absences;
- creation of a library book loan module;
- various report card adaptations.

Atikamekw regional development committee

On June 2 and 3, 2022, 17 teachers from grades 4 and 6 gathered to collectively mark the French-language tests of the Table régionale de développement atikamekw (TRDA) and see to the professional development needs for the 2022-2023 school year.

It was also an opportunity for the TRDA to integrate mathematics into the marking collective for the first time, and to establish a game plan for the next school year. The three schools agreed on essential learning, among other things, and designed a standardized qualifying assessment adapted to the First Nations context.

School administration

The FNEC continued its longstanding practice of supporting school administrators through collaborative in-person and remote virtual meetings. With the easing of Covid-19 restrictions, travel to the member communities resumed with successful in-person meetings taking place in the following member communities: Pikogan, Lac Simon, Kitcisakik, Kitigan Zibi, Listuguj, and Opitciwan.

The FNEC also hosted its regular monthly school principal meetings. These meetings facilitate networking among administrators, sharing of important information, and provide the FNEC with valuable feedback to help us meet the needs of our member communities. When time allows these meetings also serve as occasions for professional development.

School Leaders retreats

The 2022-2023 fiscal year saw the FNEC host two School Leaders Retreats, July, and December, at the request and through positive feedback from school administrators.

The July 2022 School Leaders Retreat centered on the following themes:

- Regional Educational Agreement
- Indigenous Services Canada Preliminary Reports
- Data collection
- Performance indicators

The December 2022 School Leaders Retreat continued the conversation with an update regarding the Regional Educational Agreement and its performance indicators. It also introduced a new meeting format allowing all six FNEC services to present their service offers, and subsequently, provided time for each member community to meet representatives from each of the services to discuss their specific realities and needs. This format and the collaborative sharing are allowing the FNEC a more focused approach to its support and resources for its member communities.



School success plans

Discussions with school administrators over the last year highlighted that, due to the Covid-19 pandemic, school success plans and/or educational projects are in various stages of use, implementation, and creation across the FNEC network.

Seven FNEC member communities have identified a need or are receiving support with the creation and implementation of educational projects and school success plans. All member communities were given presentations about and resources for School success plans at the March 2023 – Data Governance Retreat. A common goal of having all member communities implement their school success plans by the end of 2023-2024 was proposed.

Parental Involvement

Parental involvement services have seen a wonderful spike in activities over the last year, with five member communities directly working on their policies, procedures, or activities with the support of the FNEC. This included community visits, policy revisions and collaborations, and attendance in parental meetings.

Did You Know? and Did You See Me?

Since its conception in 2016, the “Did You Know” parent resource has continued to be a constant in helping parents navigate the educational system and support their children. This year saw the creation of four editions with themes of “Preparation and Support of Exams,” “Back to School Transition,” “The importance of the Arts,” and “Student Intervention Plans.”

This year the parental involvement team also created the special edition parent resource, “Did You See Me?”. This resource focuses on raising awareness about school buses and children back on the roads after summer break, the penalties for motorist breaking safety laws and what parents can do to help their children safely ride and get on and off school buses.

The distribution of books

The FNEC liaises with various community organizations to distribute books (or book rebates) in our member schools from donors such as Save the Children, United for Literacy (formerly Frontier College), the Foundation for Literacy, and the Hannenorak Library. These donations compliment school literacy programs that support all our students in becoming functional readers and writers.

Pedagogical cafes

The FNEC has introduced “Midis mathématiques” (midday math), online professional development opportunities for teachers in all three primary education cycles. Planning, learning progression, problem solving, good instructional techniques and workbooks are just a few of the topics covered between November 2022 and March 2023.

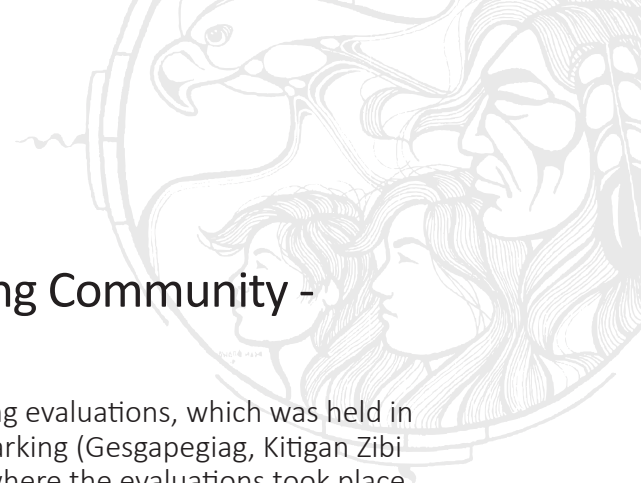
Professional Learning Community (PLC) in Literacy

The Professional Learning Community in Literacy brought together a dozen members from five communities for five meetings between September and February 2022. The objectives of these meetings were to:

- Develop a universal reading, writing, and oral expression screening tool for preschool students, to complement the universal reading screening tools created in 2021 for students in grades 1 to 6.
- Train teachers in the use of the universal screening tools developed.
- Equip teachers with data analysis skills as part of the Response to Intervention approach (RTI).
- Equip teachers with literacy intervention tools as part of the RTI approach.



Participants received plenary training from a speech-language pathologist from the Centre de services scolaires des Rives-du-Saguenay and benefited from in-school orientation meetings with a pedagogical consultant from the Université du Québec à Chicoutimi, a specialist in special education, to facilitate their planning in the field of literacy.



Collective marking: Professional Learning Community - English Language Arts (PLC – ELA)

Eleven teachers took part in the collective marking of the spring evaluations, which was held in two stages. Three schools participated in the first collective marking (Gesgapegiag, Kitigan Zibi and Karonhianónhna), while the community of Kanesatake, where the evaluations took place later, marked its own schools. Once again, the impact of the pandemic was evident, as several schools withdrew from the event. Nevertheless, the participating schools were able to celebrate a significant increase in the results of the evaluations.

School anti-bullying campaigns

The FNEC supports schools in organizing and implementing anti-bullying campaigns in conjunction with Quebec's Ministry of Education. The FNEC has the authority to sign agreements with member community schools and is responsible for coordinating local projects that help create a positive and welcoming school climate and foster Indigenous student success. In 2022-2023, the FNEC helped distribute funds across FNEC member schools to support a variety of initiatives and programs.

Preschool Education Gathering

On October 24 and 25, 2022 the Preschool Education Gathering brought together some 30 preschool teachers from member communities in Lac-Beauport.

The objectives of the event were to:

- select essential knowledge from the preschool education program-cycle to consolidate learning over two years;
- provide an opportunity for teachers to express the First Nations perspective on preschool education;
- demonstrate the importance of learning through play and teaching on the land;
- become familiar with a tool for observing pre-literacy skills in kindergarten for 5-year-olds;
- promote the reappropriation of First Nations knowledge in education.

Literacy camps

From June 26 to July 1, 2022, the FNEC welcomed 20 participants from 7 member communities to participate in the Summer Literacy Camp Training at the Manoir du Lac Delage. This training provided the participants the opportunity, strategies, and tools to plan and facilitate their own community-based summer literacy camp.

Quebec Citizenship and Culture program

In October 2021, the Quebec government announced that the Ethics and Religious Culture program would be replaced by a new program: Quebec Citizenship and Culture. Despite the statements made by members of the provincial government, neither the FNEC nor the other partners of the Table sur la réussite éducative des élèves autochtones had been made aware of the changes or the title of the upcoming course.

In collaboration with the Tshakapesh Institute, the FNEC published an open letter to highlight this lack of consultation, particularly on the course title, which ran counter to the objectives of the FNEC, the Table and the representatives of the 41 First Nations and Inuit communities in Quebec. We do not subscribe to the political dogma that is one culture in Quebec.

The FNEC and the Tshakapesh Institute explained, among other things, that First Nations organizations' interest in participating in the redesign of the program was based on the role of First Nations and Inuit in the creation, writing and deployment of content concerning First Peoples in Quebec. These comments were echoed by several media outlets and in an AFNQL press release.

The FNEC is pursuing its efforts, notably through the Table, to ensure that the values, cultures, and languages of member communities are considered in all reforms and in all educational programs, from preschool to high school.

In addition to its presence on the program review committee, the FNEC is participating in the work of the sub-committee responsible for drafting the First Nations appendix, which will specify the content prescribed in the program.

Initial and ongoing training is also planned for teaching staff. The FNEC will take part in their development.

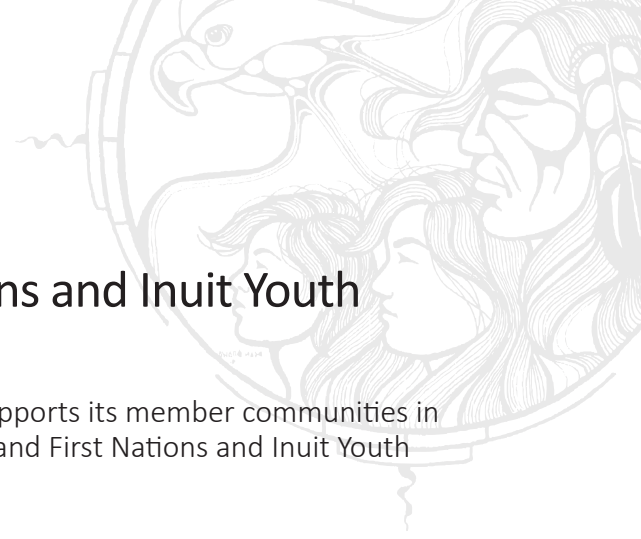
Meeting with the provincial student ombudsman

The FNEC and its team met with the provincial student ombudsperson in March 2023.

The issue of recruiting regional ombudspersons was raised, to ensure that the candidates selected have an adequate grasp of First Nations issues. Mr. Jean-François Bernier was also made aware of unacceptable situations of discrimination against First Nations students enrolled in the provincial network. The FNEC recommended that the student ombudsman's office hire a First Nations and Inuit relations advisor.

Student Guidance Counsellor meetings

The FNEC was able to provide guidance counselling services to schools and students in need. When possible, this involved our guidance counsellor travelling to communities to meet with specific classes or with individual students in high school or post-secondary studies. These guidance counselling services helped students in their course selections, career orientations, and facilitated their participation in their own local career fair.



Innovation in Education and First Nations and Inuit Youth Employment Strategy

In collaboration with Indigenous Services Canada, the FNEC supports its member communities in the successful implementation of the Innovation in Education and First Nations and Inuit Youth Employment Strategy programs.

The Innovation in Education program supports innovative programs or projects that aim to improve outcomes for First Nations communities, schools, and students. Examples include technology-based initiatives, land-based learning, or Indigenous languages and cultures initiatives.

The First Nations and Inuit Youth Employment Strategy consists of two programs: the First Nations and Inuit Summer Work Experience Program and the First Nations and Inuit Skills Link Program. The First Nations and Inuit Summer Work Experience Program supports youth in acquiring skills, work experience, and an income through summer work experiences, while the First Nations and Inuit Skills Link Program supports youth through activities that will allow them to gain the essential skills needed to enter the labour market.

Complementary Services Conference

In February 2023, the FNEC hosted the Complementary Services Conference, for the first time. One of the larger events by the educational services team, the conference welcomed 79 participants from 17 communities, 12 community presenters, and 4 keynote speakers at the Sheraton Laval on February 20-22, 2023. The programming aimed to provide participants with an opportunity to learn, share, dream and discuss their practices, programs, and projects that support the wellbeing of their children/students. The conference framework was a wonderful blend of keynote presentations, community presentations, FNEC presentations and panel discussions. Feedback from participants was positive and appreciative.

TRAINING

Training: Non-violent crisis intervention (CPI)

In 2022-2023, the FNEC team visited the communities of Kanesatake, Lac Simon, Wemotaci, Listuguj and Winneway to deliver CPI (Crisis Prevention Institute) training on non-violent crisis intervention. Nearly 150 interveners took part in the training, which was designed to equip school staff with strategies for preventing crises, identifying precursor behaviours, and intervening safely with students in crisis.

Training: reading essentials

The CEPN visited the primary schools of the Table régionale de développement atikamekw (TRDA), in addition to its work, to provide training to teaching staff on the essentials of reading. The objectives of this training were to:

- integrate the four types of questions (understanding, interpretation, reaction, judgment) into the planning of reading activities;
- adopt best practices in teaching reading;
- increase student achievement in reading assessments.

Training on First Nations issues and realities

Starting in September 2022, three training sessions were offered to new teachers in English and French schools on First Nations issues and realities. This included not only the principles of culturally meaningful education and awareness of reconciliation, but also competency 15: valuing and promoting Indigenous knowledge, worldview, culture, and history. Some 25 people took advantage of this online training.

Substitute teacher training 101

Back for a second year, the substitute teacher training 101 ran from September to November 2022. A total of 36 Francophone community members and 13 Anglophone community members received a certificate of participation. This FNEC-designed training aims not only provide basic concepts to members of communities wishing to get involved in the education sector of their community by subbing in, but also to improve the quality of the teaching provided by substitute teachers in our schools.

Training for teaching assistants

Training for existing and emerging teaching assistants began in late February 2022. This 30-hour training was designed to equip them in the following areas:

- Roles and responsibilities of the teaching assistant
- Child development
- Needs of students with difficulties
- Autism spectrum disorder
- Managing student behaviour
- Supporting the mental health of children and adolescents
- Supporting the pleasure of learning
- Observing the students
- Ethics and professionalism

Qualifying training for non-legally qualified teachers – pilot project with Wemotaci

The FNEC provided qualification training to 22 non-legally qualified teachers in two schools in Wemotaci. The FNEC wishes to support the teaching staff in the transmission of their knowledge to the students. We focus on the development of six professional competencies: classroom management, ethics, teaching and creation of CAS, planning, evaluation, and Competency 15. In total, the FNEC team delivered eleven 90-minute virtual sessions and visited two communities.

Growing Together – Parents’ edition

In collaboration with the First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC), in the final installment of the Growing Together series, the FNEC brought its focus to an eight-part parent/guardian webinar series aimed to support parents in supporting their children. Running monthly in both English and French languages, these live sessions provided an opportunity for both learning and open discussion around a variety of themes, including “What our children need from us?,” “Children and Tantrums,” and “Counter



**UNDERSTANDING
VULNERABILITY AND
THE EFFECTS OF ADVERSE
CHILDHOOD EXPERIENCES
ON A CHILD’S DEVELOPMENT**

SHARING
PASSING DOWN
LEARNING
DREAMING

Growing Together
FOR

APRIL 7, 2021
3:30 p.m. to 5:00 p.m.

Financial contribution of MEES



will.” To complement the main webinar series, three special editions were also created: “The Neuroscience of Play,” “Managing Behaviour without Rewards,” and “Understanding our Teens.” Recordings and resources are also available on the FNEC website.

ORIENTATION 3: FIRST NATIONS LANGUAGES AND CULTURES

The transmission and learning of First Nations languages and cultures in the schools are at the heart of the FNEC's objectives.

Regional Committee on First Nations Languages

Established by the AFNQL in 2020, the Regional Committee on First Nations Languages is currently hosted by the FNEC, which supports the administration of its activities for the AFNQL. The important mandates and decisions of the Regional Committee are formalized during the meetings of community representatives.

In support of and in collaboration with First Nations, the mission of the Regional Committee on First Nations Languages is to contribute to the maintenance and revitalization of their ancestral languages. Its mandates are to mobilize and inform communities, defend the ancestral languages of First Nations in Quebec and Labrador, contribute to capacity building and promote First Nations languages.

In August 2022, AFNQL chiefs passed resolution 05/2022 to express their support for the Regional Committee. In September 2022, Chief Sipi Flamand accepted the mandate for the language portfolio for the AFNQL and a seat on the AFN Chiefs Committee on Languages. The Regional Committee also held meetings with community representatives and met with the Commissioner for Indigenous Languages and the UN Special Rapporteur on the Rights of Indigenous Peoples.

Since the passage of the *Indigenous Languages Act*, the Regional Committee has been very proactive in keeping abreast of issues and developments affecting First Nations languages.

Reconciliation committee

The FNEC firmly believes in the professional development of its human resources, anchored in the perspective of lifelong learning. According to this First Nations perspective, the learner progresses at his or her own pace, learning progressively and naturally. With this vision in mind, the organization works on two fronts: by organizing training workshops for its employees, and by supporting their individual professional development initiatives. To this end, the FNEC has set up a standing committee whose mandate is to offer training workshops on First Nations perspectives, but also to establish a professional development framework to guide management and staff. Since the FNEC's mission is to defend the interests of its member communities "by highlighting the realities of each Nation, while respecting its identity, culture and traditions", it is the duty of every employee to learn about the identity, culture, and traditions of the communities we serve. It is also the employer's duty to support its employees' efforts in this regard. Team members who work closely with communities are also called upon to develop their cultural safety skills.



Educational counselling

The FNEC's language and culture educational advisors accompany member communities and support their initiatives, for example, in the development of curricula as part of a pilot project with the Wahta' school. They also offer training and coaching in professional development, for example, teaching on the land.

The FNEC-Kiuna Professional Learning Community (PLC) has set up a monthly conference in November 2022 to learn more about Indigenous pedagogies and innovative First Nations practices.

First Nations perspective portal

In September 2021, the FNEC announced its partnership with La Boîte Rouge VIF and CREO Studio for the design and production of relevant Indigenous educational content for the entire Quebec school network and First Nations and Inuit schools. An Indigenous pedagogical



committee was also set up to coordinate and collaborate. With the needs analysis complete, the committee is now working on the tree structure of the future digital platform, as well as on different scenarios for its use. The drive and commitment of its members, combined with their vision, makes for a unique project.

ORIENTATION 4: TECHNOLOGICAL INFRASTRUCTURE

The FNEC aims to increase community and school access to technology and facilitate its use through the establishment and maintenance of community technology infrastructures in the service of education.

Broadband Infrastructure and Connectivity

FNEC connectivity services provide essential broadband services that are manageable, secure, viable, cost-effective, capable of meeting the needs of schools.

The FNEC fiber optic infrastructure project supports the development and maintenance of all public sector community broadband infrastructures. It takes roughly three months to obtain construction permits to install fiber optic cabling on pole infrastructures, so planning with the communities in advance is an important step in the process.

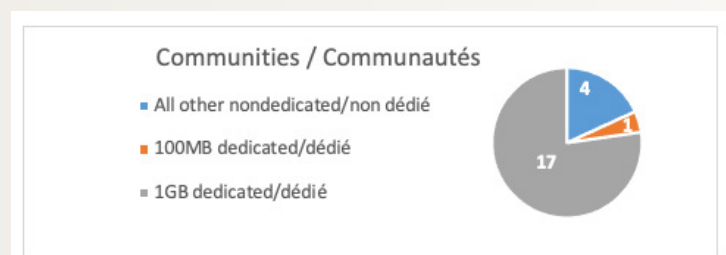
Activities this year included:

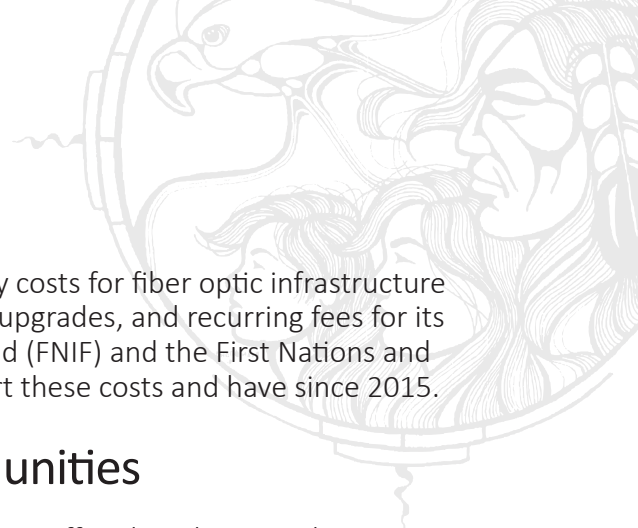
- Pre-engineering: Kitigan Zibi, Listuguj, Winneway, Barriere and Timiskaming.
- Fiber repair: Listuguj, Kahnawà:ke, Kanésatake, Winneway and Wendake.
- Fiber maintenance and registration:

The FNEC continues to maintain “non-dominant carrier status” with the CRTC for all fiber optic network infrastructures deployed to communities. This simplifies the process of CRTC registration and insurance coverage for all community fiber optic infrastructures into one process.

Internet connectivity services continue to evolve to meet the needs of member communities. Here are the main aspects of the work in 2022-2023:

- Managing 14 Internet connectivity contracts for communities with a dedicated bandwidth of one 1GB.
- Continuing to monitor connectivity rates imposed by telecommunication providers to improve community bandwidth and to upgrade services at little or no cost.
- Providing connectivity reimbursement to communities managing their own telecommunication services.
- Managing and maintaining network connectivity and equipment.
- Providing network/technical support.
- Coordinating stakeholder support to fund connectivity needs for communities.





The FNEC works to secure financing to support the connectivity costs for fiber optic infrastructure research and deployment, networking equipment, Broadband upgrades, and recurring fees for its member communities. Both the First Nation Infrastructure Fund (FNIF) and the First Nations and Inuit eHealth Infrastructure program (e-HIP) continue to support these costs and have since 2015.

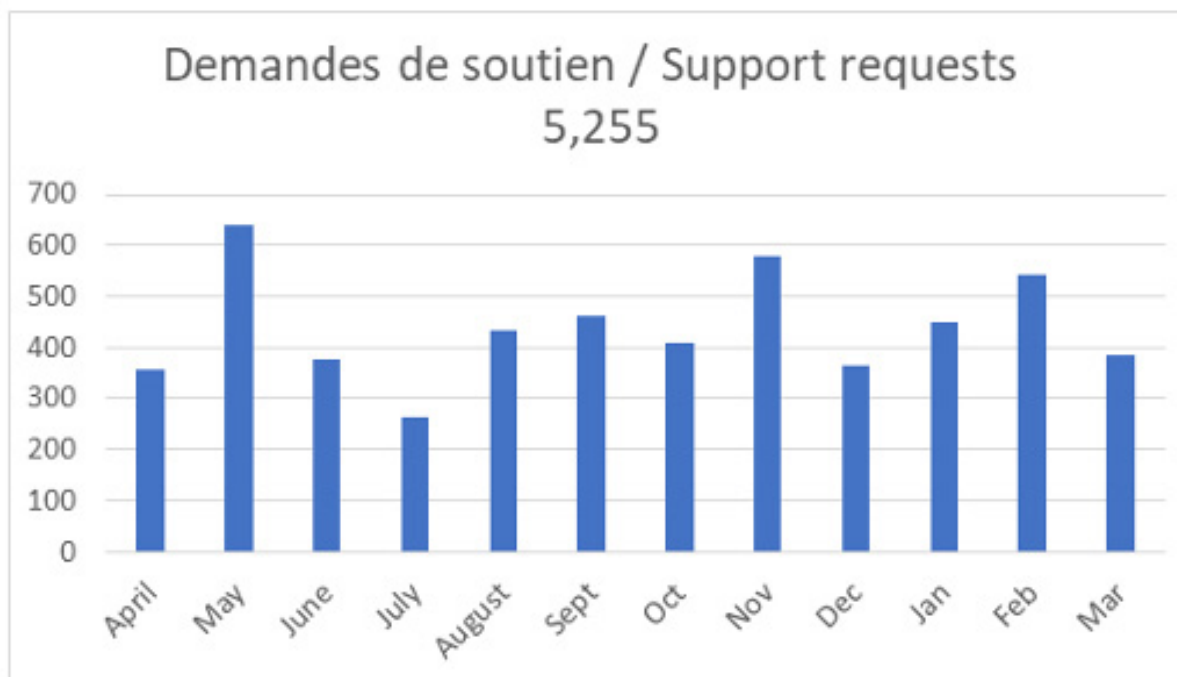
Technical support to schools and communities

The main objective of this service is to offer technical support to staff and students, and to provide solutions to IT problems related to the use of software, hardware, or networks.

In this way, schools can find a rapid response to their technological problems, improve the overall experience of teaching staff and students, and reduce disruption and downtime. The technical support service also offers advice and assistance to ensure effective use of educational technologies.

Standardization of equipment and software is an important aspect of the work. The technicians, who are familiar with the equipment and applications used in schools, can provide fast, efficient support, and solve problems more easily. This essential service also reduces equipment management and maintenance costs.

The table below summarizes the support requests received in 2022-2023.



iPad in the classroom

Whether for acquisition or deployment, schools in member communities have access to technical and pedagogical support services that enable them to integrate iPad technology into the classroom and distance learning environment.

The use of iPads in schools is becoming increasingly widespread, and the benefits of this technology for learning are countless. However, managing many mobile devices can be a complex task for schools. That is why schools are turning to mobile device management solutions.



Using such a system in schools simplifies the management of iPads, facilitates, and tracks their use, enhances security, and reduces costs. In short, enabling schools to provide an optimal learning experience for students and their teachers.

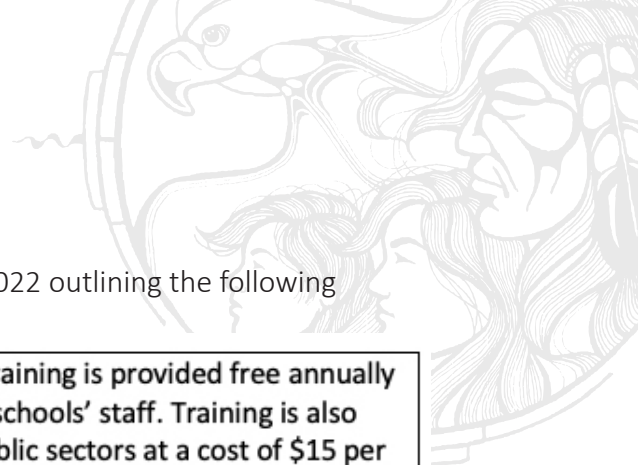
Some 3,000 iPads in 15 communities are currently managed by a mobile device management system.

Cybersecurity Initiative

Cybersecurity is the protection of internet-connected systems such as hardware, software, and data from cyberthreats. The practice is used by individuals and enterprises to protect against unauthorized access to data centers and other computerized systems. The global cyber threat continues to evolve at a rapid pace, with a rising number of data breaches each year. With the scale of the cyber threat set to continue to rise, schools and communities need their own strategies and resources to protect data on their systems.

Th FNEC provides cyber protection coverage that is reviewed annually. Our efforts to maintain this coverage are ongoing.

A cybersecurity assessment was completed in 2022 by KPMG and, based on the recommendations, the FNEC needs more security measures to reach the proper security posture.



To this effect, the FNEC initiated a Cyber Security initiative in 2022 outlining the following objectives and timelines.

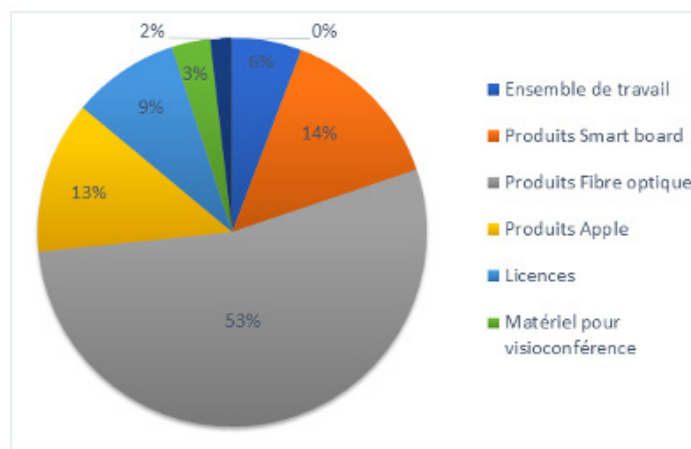
Annual	Training and awareness	<p>CIRA Cybersecurity training is provided free annually to all FNEC member schools' staff. Training is also available to other public sectors at a cost of \$15 per person.</p> <p>*Training is an essential component of any cyber security strategy.</p>
2022-23	Selection and testing of cybersecurity tools	FNEC testing of end point protection tools and antivirus solutions, ensuring their compatibility and optimization with existing network security systems.

Equipment purchasing service

The equipment purchasing service is a practical solution for member schools and communities looking to provide quality computer equipment to teaching and administrative staff, and to the student population. This service offers several advantages, including:

- Preferential prices;
- Adaptive equipment;
- Customized equipment, including software for the education sector;
- FNEC technical support services;
- Simplified purchasing management.

Breakdown of purchases in 2022-2023:



In French only

Software and licence agreements

Sharing licenses between several member schools and communities has many advantages, from improving the school environment to supporting the educational mission. Among other things, this sharing makes it possible to:

- reduce costs;
- avoid having to purchase multiple licenses for several schools;
- manage licences more easily;
- access additional software;
- encourage collaboration.

Here is an overview of shared licenses in 2022-2023:

- Microsoft Education agreement;
- Microsoft 365 for schools;
- McAfee antivirus;
- SMART Advantage Notebook;
- Zoom Videoconference;
- Adobe Creative Cloud.

Office 365

Microsoft 365, Microsoft's comprehensive suite of online productivity tools, enables schools to provide a modern, collaborative digital experience for students, teachers, and administrative staff. Schools that are enrolled in Microsoft 365 can access several services, such as:

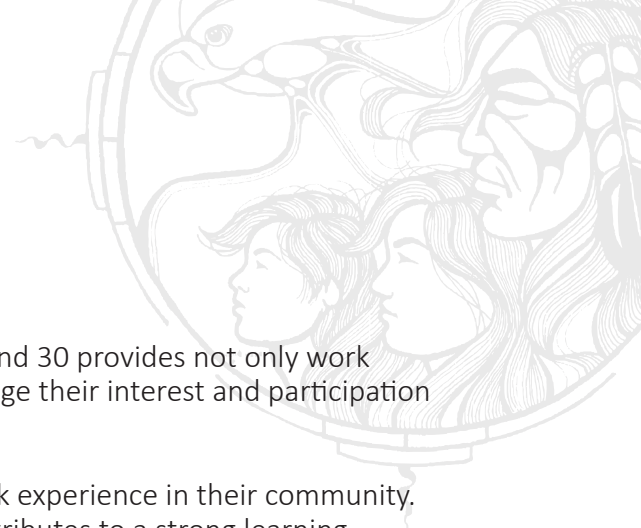
- Microsoft Teams;
- OneDrive;
- Office Online;
- SharePoint;
- Exchange Online.

In addition to these core services, Microsoft 365 provides schools with a range of tools to ensure device security and compliance and centralize device management to protect sensitive data.

In short, Microsoft 365 provides schools with a comprehensive platform for collaboration and productivity, allowing teachers and students to work together more effectively, communicate more easily and access their favorite tools from any device, anytime, anywhere.

To date, 16 schools in 11 member communities are using this platform and representing:

- 4300 students;
- 700 teachers;
- 650 support staff.



ITC Skills Link Program

This employment program for youth between the ages of 18 and 30 provides not only work experience, but also an innovative learning experience to engage their interest and participation in information and communication technologies (ICT).

Youth can participate in the program for two years to gain work experience in their community. Basic training in the IT technician trade is provided, which contributes to a strong learning experience, supported by practical courses and quality online evaluation. Training leads to industry-recognized certification.

In 2022-23, 12 youth from member communities benefited from this program and were able to complete a 20-week internship.

Partnerships and research in technology

The FNEC continues to work with our research partners in the First Mile Connectivity Consortium (FMCC) and remains proactive in the CRTC public consultation process to ensure that First Nations continue to consult on the development of Broadband policy for future generations.

The FMCC worked on several activities this year that involved the CRTC public hearings in the Far North, as well as Innovation, Science, and Economic Development (ISED) consultation on wireless spectrum policy review. The report recommendations submitted to ISED lead FMCC to prepare a resolution for the Assembly of First Nations (AFN) national assembly to address the lack of consultation by ISED and was adopted unanimously on April 4, 2023. The resolution entitled (No. 08/2023) Government Support for First Nations Digital Connectivity and Spectrum Sovereignty is available on the AFN website.

See the following link for more information: www.firstmile.ca.

Quebec Aboriginal Science Fair

The FNEC maintains its partnership with the Quebec Aboriginal Science and Engineering Association to support the delivery of online training to help teachers motivate and supervise their students in scientific projects and science fair participation. Two workshops were held online via Zoom in December 2022 with a total of 68 teachers participating.

Furthermore, the FNEC provided the webcasting services, free of charge, for the opening and closing ceremonies of the Quebec Aboriginal Science Fair that was held in March 2022, at Université Laval.

Office 365, Smart Board, and iPad training

With the arrival of a new ICT educational advisor, the FNEC was able to deploy a technology coaching service. Schools in Kahnaw: àke, Timiskaming, Kitcisakik and Wemotaci, among others, received training on the use of the interactive whiteboard and iPad as teaching aids, but also on Office 365.



Biblius pilot project

FNEC has partnered with Bibliopresto to roll out the Biblius project. This online book-lending platform dedicated to the school environment serves as a library, but in the virtual world. The Mikizicec (Kitcisakik), Amik-Wiche (Lac Simon), Nikanik (Wemotaci) and Wahta' (Wendake) schools were offered as pilot schools to facilitate its implementation. Each school has access to over 600 e-books that can be borrowed by students and teachers.

Complementary Services

The FNEC provides community and public sector access to technical support and competitive pricing for certain technologies through project support services. In 2022-23, the FNEC contributed to:

- 5 telephony over IP projects
- 2 projects to implement Microsoft 365 outside of school



ORIENTATION 5: SUPPORTING LIFELONG LEARNING

House of Knowledge

On December 12, 2022, the FNEC and Université Laval signed an agreement to develop an Indigenous university centre, a first in Quebec. Also known as the House of Knowledge, the initiative seeks a holistic approach to education identified by the FNEC member communities, to ensure a continuum of lifelong learning, inspired by the values, cultures, and languages of the First Peoples.

This centre will have a predominantly Indigenous governance and will have for its objectives meeting the training and research needs of First Peoples, recognizing their knowledge through training content, as well as establishing a First Nations university education model.



The FNEC'S strategic objective is to increase the academic success of students and, consequently, to help communities cope with various socio-economic issues.

Having received financial support from Quebec's ministry of higher education, this university project began with the support and partnership efforts of other universities, including the Université de Montréal, HEC Montréal, Concordia University, and the Quebec university network.

Work is underway to develop the business plan for the House of Knowledge.

Negotiations for new post-secondary funding models

The FNEC continues its efforts in post-secondary education. In early 2022, the FNEC actively participated in the development of a national policy proposal for the renewal of federal funding for post-secondary education, including funding for studies and support for higher educational institutions run by and for First Nations.

These FNEC's efforts also resulted in a cost analysis undertaken by the AFN on the development and establishment of First Nations post-secondary institutions. The final report of this study has a section dedicated entirely to Kiuna, the only First Nations college in Quebec. The FNEC is actively working with its partners and the federal government to find a stable and sustainable funding channel for the Kiuna's operating costs.

Meeting with the new Minister of Higher Education

On March 28, 2023, the FNEC Chiefs Committee and the Secretariat met with Minister of Higher Education Pascale Déry, who assumed her new responsibilities on October 22, 2022. A joint work proposal to decolonize the province's laws and regulations was submitted, as well as a request for increased recurring funding for our college, Kiuna Institution. The FNEC took the opportunity to update the Minister on the progress of work on the FNEC House of Knowledge project.

Post-Secondary Partnerships Program

Post-Secondary Partnerships Program (PPP) provides funding to help First Nations develop their own partnerships with educational institutions to expand the delivery of post-secondary training programs tailored to the cultural and educational needs of First Nations. The overall goal of the Program is to increase the number of First Nations students pursuing post-secondary education and thereby help close the education gap. The Program is specifically designed to meet the needs of communities by promoting capacity building and access to culturally and linguistically relevant programs.

The FNEC and the Tshakapesh Institute have jointly managed the Post-Secondary Partnerships Program for the Quebec Region since 2020, in terms of funding objectives, requirements and criteria.

Adult education

In 2022-2023, members of the National Indian Education Council contributed to the implementation of an allocation method for the \$350 million announced in the federal government's 2021 Budget to expand access to adult education for First Nations community members.

The FNEC helped develop a method of allocating funds for the region with First Nations adult education organizations in Quebec. Supported by the Chiefs Committee on Education (CCOE), this approach would have provided several million additional dollars over five years to expand services to adults in First Nations communities in the region.

These additional funds for adult students in Quebec have been significantly reduced as a result of systematical unilateral decisions by Indigenous Services Canada. The latest forecasts, however, point to additional funding for adult education for First Nations centres, programs, and communities in Quebec.



Distance Adult Education Services – Yahndawa’

Yahndawa’ is a distance adult education service established by the FNEC and the Huron-Wendat centre for training and workforce development (CDFM). The online training program allows First Nations adults to obtain their high school diploma, or the prerequisites required to begin vocational, college or university training. The FNEC lends computer equipment, provides technical support, and provides academic and professional information. In 2022-23, Yahndawa’ had 44 students from 14 communities.



Little Feathers

The Little Feathers initiative was back for a fourth year in 2022-23. As part of its activities to facilitate the entry of new students in kindergarten for 4-year-olds, the FNEC has given families a brand-new kit filled with material, to the delight of future students. An educational tool designed so that parents and guardians can guide the first steps of this young clientele towards their future school learning, the Little Feathers kit has a strong link with First Nations culture, in its name, but also in the material and books chosen.

The FNEC was able to count on the remarkable participation of teachers in the assembly of the kits and the follow-up provided to the students and parents who use them. Everyone shares a common goal in this initiative: to ensure a pleasant and successful first year of school.

The FNEC distributed **545** Little Feather **kits** to families in **17 schools** in 2022-23.

Kiuna

After two years of the pandemic, Kiuna saw its entire staff return to in-person work in the fall of 2022.

In 2022-2023, Kiuna expanded the Alanis Obomsawin Documentation Centre, to create an atmosphere conducive to consulting documents, and to make room for new program manuals.

In addition to the arrival of an animal therapy dog, which is still in “training”, the psychosocial services team set up a sports and outdoor intervention project that is currently being offered to students and their children.

Kiuna also added new ACSs (AECs) to 2022:

- Administrative Work;
- Accounting;
- Specialization in Inclusive Daycare Education.

Finally, Kiuna has also designed a new offering of non-credit training tailored to businesses, organizations, and schools.

The graduation ceremony was held in person on August 27, 2022, bringing together graduates from the years 2020 to 2022. The event was an opportunity to celebrate, with the participation of dignitaries and artists, the success of more than 47 graduates from 12 communities in Quebec. At the time of writing, Kiuna estimates 54 completers for the 2022-2023 school year.

Kiuna has also had its highest registration rate since it opened, a feat achieved by touring Quebec on a promotional tour of schools, career fairs, job fairs, organizations, powwows, the Forum jeunesse, and the Interschool Games, among other places.

Kiuna's full annual report is available at www.kiuna-college.com



The Breakfast Club of Canada funding support

In partnership with The Breakfast Club of Canada, the FNEC supports schools in the organization and implementation of student wellness programs or projects that have a noticeable and direct impact on student health and learning. The emergency Covid-19 nutrition funding aims to ensure that all students in our communities have reliable access to healthy food in a safe and positive school environment. In the last year, the FNEC assisted in the distribution of a substantial amount of funding to FNEC member schools to support a variety of initiatives and programs.

Ancestors' Challenge

After a resounding success in 2021, the Ancestors' Challenge was held once again between May and October 2022. Around 4,000 young people from 17 FNEC communities received the Ancestors' Challenge medal for successfully completing its 12-part obstacle course. The Ancestors' Challenge is an important part of FNEC's physical activity initiative, as it caters to all young people regardless of their skill level, from kindergarten to adult education. Moreover, the mobile nature of the Ancestors' Challenge, which is set up directly on school grounds, removes the financial and transportation challenges often faced by our communities.



FNEC Interschool Games

After a two-year hiatus, the FNEC was delighted to finally be able to host 14th edition of the Interschool Games from May 19-22, 2022 at the Pavillon de l'éducation physique et des sports (PEPS) at Université Laval.

Since its creation in 2008, this friendly competition has grown in popularity. The first edition welcomed some 140 young athletes. For the 14th edition, more than 700 young athletes aged 10 to 18, representing 30 First Nations schools in 21 Quebec communities, came together over four days to take part in athletics, volleyball, basketball, and street hockey.

In addition to these sports competitions, there were several new features on the schedule, including:

- the CHILL ZONE Nouveaux Sentiers - an exclusive area for athletes featuring numerous kiosks for entertainment, rest and re-energizing
- the 5 km trail race - held at Lac-Beauport
- the integration of the Ancestors' Challenge as an official event

The FNEC is also proud to say that Canadian Space Agency astronaut David Saint-Jacques took part in the opening ceremony of the Games.



ORIENTATION 6: OPERATIONAL EXCELLENCE

The FNEC is implementing a results-based management system to promote the delivery of new services while ensuring the quality of services already offered to its member communities.

Move to 50 Bastien Boulevard

Our move to 50 Boulevard Bastien in Wendake took place during the week of August 15, 2023. With the newly signed Regional Education Agreement and the arrival of new employees, more office space was needed to optimize services for our member communities.

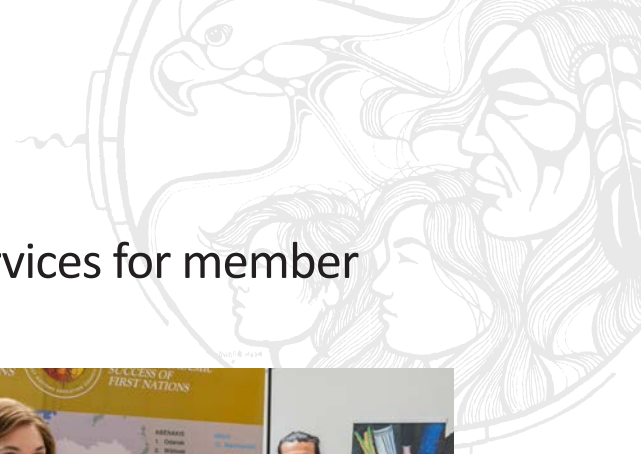
FNEC Directors Retreat

The FNEC directors gathered for a retreat in December 2022 and January 2023, accompanied by the human resources advisor, the policy analyst, and the executive secretary. The objectives of these meetings were to take stock of the year 2022, in light of the signing of the Regional Education Agreement, and to plan the tasks to be accomplished to align the work of all sectors to ensure the success of the Agreement. It was also an opportunity to establish strategic objectives for each of the FNEC's services for the coming year.

Finance and Administration Committee

In 2022-23, the Finance and Administration Committee endorsed the creation of two new services to help manage the changes brought about by the signing of the Regional Education Agreement. Previously divided into "sectors", the FNEC now has six "services": General Management, Educational Services, Financial Services, Technology Services, Government Relations and Communication Services and Data Governance Services.

In January 2023, the committee met with the FNEC service directors at Kiuna to establish the organization's annual priorities resulting from the signing of the Agreement.



Human Resources and Recruitment Services for member communities

The Regional Education Agreement having led in its wake to opportunities of hundreds new jobs in the field of education, with wages and social benefits competitive with those offered in the province, several communities quickly mobilized to hire new resources or review the conditions and salary scales of existing jobs. As part of the implementation of the Regional Education Agreement, the FNEC has also set up two resources specialized in attracting talent for the member communities.



HR Services in 2022-2023 at a glance:

- 25 job fairs or fairs
- Over 150 job postings in education
- 15 or so job descriptions
- Advisory services from our talent attraction advisors that eight communities used to:
 - * review working conditions;
 - * review salary scales;
 - * produce reference material;
 - * learn about the methods used in school service centres across the province.

Creation of Government Relations and Communications Services

In April 2022, a new sector was created at the FNEC: Government Relations and Communications Services. Its main mandate? To support and provide strategic advice to the General Management in the conduct of its national and regional policy files, and its relations with governments, the AFN and AFNQL, post-secondary institutions, and FNEC member communities.

Government Relations and Communications Services are divided into four main areas:

- Partnerships and external relations
- Government relations
- Communication services
- Administrative services

Training in building services

A tour of schools was undertaken during the COVID 19 pandemic to assess the air quality in buildings. A need for training on ventilation systems as well as on building mechanics was one of the major findings.

That is why the FNEC has implemented a building services training program for its member communities. A training catalog has been developed and covers the following modules:

1. Occupational health and safety and risk prevention
2. Ventilation
3. Electricity
4. Maintenance and prevention
5. Infrastructure (plan reading)
6. Plumbing

Sixteen communities were visited during the 2022-2023 year, for a total of 63 visits. The time devoted to the developing the curriculum was 1967 hours, for a total of 218 hours of training provided. The team reached their program goals by training 71 learners over the course of 2022-2023.

Partnership with Université de Montréal

For a second consecutive year, students, and staff from a FNEC member community were able to receive audiology and speech-language pathology services from students about to graduate from the school of speech-language pathology and audiology through a partnership between the FNEC and Université de Montréal. This internship program provided recognized specialized services to seven students at the host school, with assessments and case plans overseen by licensed faculty members.

Relations with Hydro-Québec

The FNEC and representatives from Hydro Quebec's Direction des relations avec les Autochtones (Indigenous relations sector) met twice in 2023 to discuss the problems experienced by some member communities in terms of electrification and their impact on schools and elementary and secondary education. In particular, the FNEC requested the collaboration of the Crown corporation to connect the community of Barriere Lake School buildings to the electrical grid.

FINANCIAL STATEMENTS



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INDEPENDENT AUDITOR'S REPORT ON THE SUMMARY FINANCIAL STATEMENTS

To the members of
FIRST NATIONS EDUCATION COUNCIL

Opinion

The summary non-consolidated financial statements, which include the summary non-consolidated statement of financial position as at March 31, 2023 and the summary non-consolidated statements of revenues and expenses, are derived from non-consolidated audited financial statements of FIRST NATIONS EDUCATION COUNCIL for the year ended March 31, 2023.

In our opinion, the accompanying summary non-consolidated financial statements are a fair summary of the audited non-consolidated financial statements, based on criteria established by management.

Summary non-consolidated financial statements

The summary non-consolidated financial statements do not contain all the disclosures required by Canadian accounting standards for not-for-profit organizations. Reading of the summary non-consolidated financial statements and the auditor's report thereon is not a substitute for reading the audited non-consolidated financial statements and the auditor's report thereon. Neither the summary non-consolidated financial statement, nor audited non-consolidated financial statements reflect the effects of events after the date of our report on the audited non-consolidated financial statements.

The audited non-consolidated financial statements and our report thereon

We expressed an unmodified audit opinion on the audited non-consolidated financial statements in our report dated August 3, 2023.

Information other than the non-consolidated financial statements and the auditor's report on these summary non-consolidated financial statements

The other information is the responsibility of the management. The other information consists of the information contained in the annual report, but does not include the summary non-consolidated financial statements and our auditor's report thereon.

Our opinion on the summary non-consolidated financial statements does not extend to the other information and we do not express any form of assurance whatsoever on this information. In relation to our work on the audit of the summary non-consolidated financial statements, our responsibility is to read the other information and, in doing so, assess whether there is a material inconsistency between it and the summary non-consolidated financial statements or the knowledge we gained during the audit, or whether the other information otherwise appears to be materially misstated.



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

Management's responsibility for the summary non-consolidated financial statements

Management is responsible for the preparation of the summary non-consolidated financial statements. These have been prepared on the basis of Canadian accounting standards for not-for-profit organizations for the non-consolidated statement of financial position and the non-consolidated statement of income.

Auditor's responsibility

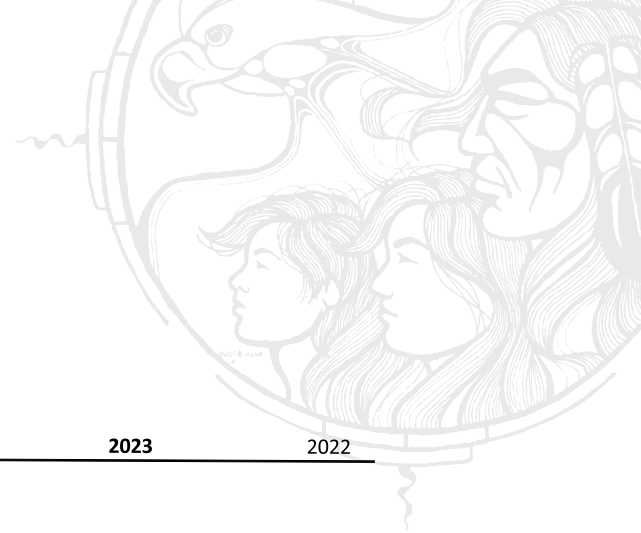
Our responsibility is to express an opinion on whether the summary non-consolidated financial statements are a fair summary of the audited non-consolidated financial statements, based on the procedures which were conducted in accordance with Canadian Auditing Standard (CAS) 810, *Engagements to Report on Summary Financial Statements*.

Groupe RDL Québec SENCRL

Groupe RDL Québec SENCRL ¹
Chartered Professional Accountants Corporation

Quebec,
August 15, 2023

¹ François Soucy, CPA auditor



FIRST NATIONS EDUCATION COUNCIL
Summary non-consolidated statement of revenues and expenses
For the year ended March 31

	2023	2022
REVENUE		
Contributions for the Achievement of the Programs		
Financial Supports		
Indigenous Services Canada (ISC)	\$ 30,366,857	\$ 46,555,522
FNEC-Technology	467,104	1,084,237
Government of Quebec	-	160,519
Other organizations	1,413,586	337,394
Communities	1,204,866	1,972,021
Kiuna Institution	3,711,859	2,518,428
Kiuna Residences	96,810	43,630
Membership Fees	22,000	22,000
Interests	383,410	33,383
Sponsorship - Inter-School Games / Ancestor's Challenge	202,267	19,000
Other revenue	19,194	25,517
	37,887,953	52,771,651
EXPENSES		
Achievement of the Programs ISC		
Decentralized Programs	16,598,514	36,854,315
Expenses	12,910,091	7,384,289
Expenses-Other Programs	3,179,895	3,609,221
Kiuna Institution and Residences	2,545,077	2,718,918
Administrative Expenses	1,079,489	2,129,772
	36,313,066	52,696,515
EXCESS OF REVENUES OVER EXPENSES	\$ 1,574,887	\$ 75,136

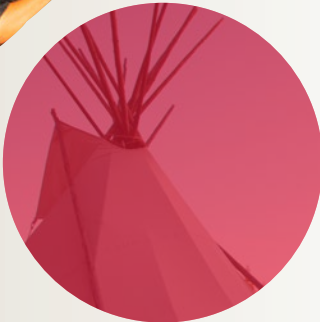
FIRST NATIONS EDUCATION COUNCIL
Summary non-consolidated statement of financial position
As at March 31

	2023	2022
ASSETS		
CURRENT ASSETS		
Cash	\$ 6,572,035	\$ 8,672,442
Accounts Receivable	8,870,753	8,388,658
Prepaid Expenses	125,575	153,799
	15,568,363	17,214,899
CAPITAL ASSETS	4,185,815	3,590,941
	\$ 19,754,178	\$ 20,805,840
LIABILITIES		
CURRENT LIABILITIES		
Creditors	\$ 3,348,168	\$ 6,852,868
Deferred Contributions	8,983,238	8,105,087
	12,331,406	14,957,955
NET ASSETS		
INVESTMENT IN CAPITAL ASSETS	4,185,815	3,590,941
RESTRICTED	826,329	844,462
UNRESTRICTED	2,410,628	1,412,482
	7,422,772	5,847,885
	\$ 19,754,178	\$ 20,805,840

On behalf of the Finance and Administration Committee:

Declassified by:  _____
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 ASC16E72108473



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