



2024-2025 ANNUAL REPORT



FIRST NATIONS EDUCATION COUNCIL

TABLE OF CONTENTS

4	Message from the Director General
6	FNEC Presentation
11	General Management
18	Data Governance Services
23	Finance and Infrastructure Services
25	Educational Services
39	Technology Services
49	Communications and Government Relations Services
55	Regional Committee on First Nations Languages
57	Kiuna Institution
60	Financial Statements

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 2024 and ending March 2025.

MESSAGE FROM OUR DIRECTOR GENERAL **DENIS GROS-LOUIS**



Kwe,

As year three of the Regional Education Agreement comes to a close, I am filled with pride in the achievements we have accomplished. I feel an immense sense of gratitude toward the FNEC team, as well as to all the education leaders of the FNEC member communities, for their devotion and efforts throughout the year.

The progress we have made so far is nothing short of remarkable, and the performance indicators speak volumes about the positive impact that we are bringing to our communities, as can be attested by the following data:

- Since the signing of the Regional Education Agreement in 2022, attendance rates across our schools have risen from 73% to 80%. This significant growth is a powerful testament to the positive changes taking root in our classrooms, as well as in the motivation of our students.
- Over the course of this year, 191 new resources have been deployed to our schools, bringing not only additional teachers and support staff, but also Indigenous language transmitters and specialized professionals. Each one of them plays a crucial role in ensuring that our students receive the support and guidance they deserve, while respecting their languages, cultures and traditions.
- Kiuna Institution has reached a historic milestone. For the first time in its existence, we are seeing a significant increase in the number of students choosing Kiuna directly upon graduating from high school — a 50% increase that reflects the growing confidence and recognition of Kiuna as a first-choice institution for our youth.

Beyond these encouraging indicators, I am also proud to highlight several key achievements that also took place during the 2024-2025 financial period:

Awacak Okiskinohamatowikamikowaw Elementary School

The inauguration of the new Awacak Okiskinohamatowikamikowaw elementary school in Manawan, officially opened on August 23, 2024. This beautiful new facility now provides a learning space for 450 children from the community, offering them an environment where they can grow, thrive, and dream.

Voices from the Land Web Portal

We have launched the Voices from the Land web portal, which has already drawn over 6000 visitors. This important tool contributes to the work of reconciliation by providing tools for teachers in the provincial education system to offer authentic educational content about First Nations. It helps dispel persistent myths and fosters greater understanding of the realities of our Nations.

Teaching Foundations in a First Nations Context Program

This year also marked the graduation ceremony of the very first cohort of our Teaching Foundations in a First Nations Context program, a key milestone as we continue to provide educational programs by and for First Nations to strengthen our communities.

Historic Agreement for the House of Knowledge

The signing of the framework agreement with all Quebec universities marked a significant milestone on our journey toward the creation of the House of Knowledge—the first university in Quebec developed by and for First Peoples. This important institution is the last steppingstone in realizing our vision: empowering First Nations to take full control of their education and fostering lifelong learning.

Celebrating our 40th Anniversary

And finally, I would like to highlight the wonderful celebrations that were held to mark our organization's 40th anniversary. This significant moment allowed us to honour our history, our achievements, and most importantly, the communities we serve.

As we celebrate these important milestones, I now look ahead with great anticipation to the commitments we have made in advancing school infrastructure projects. By investing in creating learning environments that are adapted to our realities and respectful of our cultural values, we are ensuring that every child has a place where they feel they belong, and where they can reach their full potential.

I am truly inspired by what we have achieved, and even more excited for what lies ahead.

Tiawenhk,



Denis Gros-Louis
FNEC
Director General



FNEC PRESENTATION



MISSION, VISION AND VALUES

MISSION

The First Nations Education Council (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.

VISION

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

VALUES

- Collaboration
- Culture
- Perseverance
- Respect
- Rigor
- Transparency
- Self-governance



STRATEGIC



ORIENTATION 1

First Nations Education by First Nations People

Complete control of education by and for First Nations

- Funding through the Regional Education Agreement is predictable, sustainable and based on substantive equality.
- School administrators' long-term planning is based on school data and accurate information.
- Regional Education Agreement implementation promotes First Nations control over First Nations education.
- Strong governance structures guide First Nations' decisions on education.
- The jurisdiction of Nations over their Indigenous language is asserted and defended.

ORIENTATION 2

Student Success

Continuous improvement of First Nations school systems

- Students receive instructional services in an optimal learning environment throughout their education.
- Students receive the professional and specialized services necessary for optimal learning.
- The school system provides diverse pathways that promote First Nations student success.
- Employees have access to the support they need for successful workplace integration.

Continuous improvement of First Nations student success

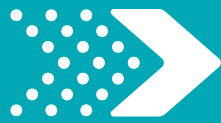
- Parents and the community are indispensable partners committed to student success.
- The innovative use of technology enhances student success.

ORIENTATION 3

First Nations Languages & Cultures

Indigenous language and culture transmission and instruction in schools

- Instructional services promote, preserve and respect Indigenous languages and cultures.
- Communities have a needs-based language plan.
- Appropriate and innovative technology supports Indigenous culture and language learning.



ORIENTATIONS



ORIENTATION 4

Technology Infrastructure

Community technology infrastructure development and maintenance for education

- Technology infrastructure and FNEC service management are optimized.
- Communities maximize the use of technology through a shared approach.
- Communities implement local ICT governance frameworks to guide their strategic planning.
- Communities have local capacity to manage their technological infrastructure.

ORIENTATION 5

Life-Long Learning

Support life-long learning

- Kiuna Institution issues its own diplomas for all its programs.
- Kiuna Institution is administered by a recognized independent governing structure.
- Communities have the necessary local resources and programming to facilitate access to post-secondary education for all their students.
- A community-approved business plan guides the vision for sustainable university studies by and for First Nations.

ORIENTATION 6

Operational Excellence

Operational excellence to achieve our goals

- The FNEC has an effective system for internal and external communications.
- The FNEC provides the required expertise for quality service delivery as mandated by its First Nation member communities.
- The FNEC maintains optimum service quality through ongoing improvement of administrative processes and procedures.
- Innovative technology enhances service delivery.
- Employees have the skills required to succeed.



FNEC AT A GLANCE

82

EMPLOYEES



70 permanent employees
12 contractual employees

22

COMMUNITIES

8

NATIONS

6,200

STUDENTS



25

SCHOOLS

13

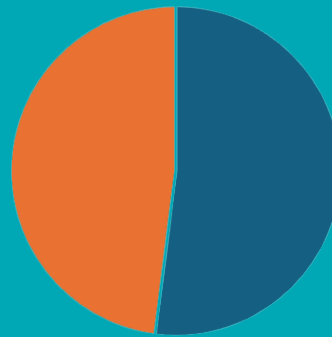
ELEMENTARY SCHOOLS

5

COMBINED ELEMENTARY &
SECONDARY SCHOOLS

7

SECONDARY SCHOOLS



52%

FRENCH SCHOOLS

48%

ENGLISH SCHOOLS





GENERAL MANAGEMENT



POLITICAL ACTIVITIES 2024-2025

JUDICIAL REVIEW

In 2022, the FNEC, jointly with the Assembly of First Nations Quebec-Labrador (AFNQL), filed an application for judicial review before the Superior Court of Quebec. The applicants find that 14 sections of the Charter of the French Language, as amended by the adoption of Bill 96 in 2022, infringe on the inherent rights of First Nations to self-determination and self-government in education and language. Several steps have been undertaken in this regard: continuous updates to elected representatives of member communities, and correspondence from the national chief of the Assembly of First Nations (AFN) and the Commissioner of Indigenous Languages to the Premier of Quebec.

BILL 47 – PROTECTION OF STUDENTS

In May 2024, during the detailed review of Bill 47 on student protection, the FNEC proposed an amendment to section 261.1.3 to guarantee that school service centres could inform First Nations institutions when an employee is accused of inappropriate behaviour, without creating a reciprocal obligation that could harm Indigenous students. Thanks to the FNEC's commitment and sustained efforts, a new text incorporating its recommendations was formulated and adopted. The amendment was tabled on March 14, 2024, unanimously approved by the commission, and Bill 47 received assent on April 9, 2024, thus ensuring better protection for students attending First Nations schools.

SCHOOL INFRASTRUCTURE – ASSESSMENT OF THE SITUATION

In April 2024, the FNEC confirmed to Indigenous Services Canada (ISC) – Quebec Regional Office its commitment to continue the work of assessing the situation of the schools with the W8banaki Tribal Council.

SCHOOL INFRASTRUCTURE – AFN FORUM

As part of its follow-up, the FNEC participated in the Assembly of First Nations educational infrastructure forum (May 22-23, 2024, in Vancouver), where it presented its technical analysis and exchanged views with Indigenous educational organizations and ISC officials, affirming its active role in the development of school infrastructure.

ACTION PLAN FOR THE IMPLEMENTATION OF THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT (JUSTICE CANADA)

In September 2024, the FNEC met with Justice Canada to discuss its concerns regarding measure 102 and measure 19, including the problematic link between regional agreements and provincial comparability. In May 2024, the FNEC had identified several major issues in the UNDRIP Action Plan: Out of 181 measures, only two related to education as part of the “shared priorities,” while only one measure partially addressed sections 14, 15 and 16 on education as part of “First Nations Priorities”. The FNEC also highlighted three points that were lacking: intersectoral coordination; a whole-of-government approach; and a structured process for evaluating educational measures. On March 6, 2025, the FNEC sent a letter to Minister Hadju to make recommendations and propose essential adjustments to the educational measures to better reflect First Nations priorities.

BILL 64 – MUSÉE NATIONAL DE L’HISTOIRE DU QUÉBEC

Following the introduction of Bill 64, the FNEC took steps to recognize the fundamental contribution of First Nations to Quebec’s history, territory and contemporary society. In collaboration with the AFNLQ and the Institut Tshakapesh, the Council filed a brief and appeared before the Commission de la Culture et de l’Éducation [committee on culture and education], which led to significant amendments to the bill and the inclusion of a First Nations member on the scientific committee for the new museum. Bill 64 received assent on October 17, 2024.

BILL 94 – STRENGTHENING SECULARISM

Quebec’s Bill 94 imposes the exclusive use of French for the staff of French-speaking public schools, constituting a direct obstacle to the teaching and transmission of Indigenous languages in the school context. Section 301.1 mandates the exclusive use of French, while section 301.2 is merely a symbolic statement stating that “the law is not intended to prevent the use of an Indigenous language,” [unofficial translation] without any concrete protection mechanism. The FNEC submitted detailed recommendations to include an explicit clause guaranteeing the right of First Nations schools to use and transmit their languages.

REPRESENTATIONS OF THE FNEC CONCERNING THE USE OF SCREENS IN SCHOOLS

The FNEC participated in the special consultations of the special commission on the impact of screens and social media on the health and development of young people. In response to the consultation document published in August 2024, the FNEC highlighted the role of digital technologies in reducing educational isolation and promoting pedagogical practices adapted to the realities of First Nations. The intervention showed that, when used in a structured and culturally relevant setting, screens are an asset for the Indigenization of learning. The FNEC submitted comments to the Commission, which were considered and incorporated in the final report.

BUDGET MEASURE 15061

The Ministère de l’Éducation du Québec (MEQ) announced the suspension of budget measure 15061, the only initiative specifically designed to partially support the educational success of First Nations and Inuit students in public schools, and one of the few to contribute to their cultural and linguistic safety. The FNEC has taken numerous steps to meet with the Minister Responsible for Relations with the First Nations and the Inuit so that he can mobilize his MEQ counterparts for the revival of the measure. In this context, the FNEC has made several access to information requests to obtain the MEQ action plan on Indigenous students’ educational success and a detailed breakdown of the amounts already committed, in order to ensure continued support for the educational success and cultural and linguistic security of First Nations and Inuit students.





ELIGIBILITY CRITERIA – INELIGIBLE STUDENTS

To ensure equity in the funding of students attending First Nations schools, the FNEC conducted research on the eligibility criteria for ineligible students. The purpose of this project was to analyze the situation of students who usually reside outside a community and who, to date, are not included in the nominal rolls issued by First Nations, which excludes them from funding under the Regional Education Agreement (REA). The results of this research provided recommendations to correct this inequity and inform discussions with the Government of Canada on expanding the scope of the REA.

EXECUTIVE COMMITTEE – REGIONAL EDUCATION AGREEMENT (REA)

During the year, the FNEC held two meetings with ISC as part of the Executive Committee, which was set up to prepare for the renewal of the REA. This collaboration aims to support and facilitate the effective implementation of the REA, ensuring that the priorities and needs of the 22 FNEC member communities are fully considered and integrated into operational decisions and mechanisms.

SCHOOL INFRASTRUCTURE – STRATEGIC STUDY

In April 2025, the FNEC took a new major step: the adoption of the FNEC resolution allowing it to launch and complete a strategic study on governance models of Indigenous school infrastructure in Canada and internationally. This development gives the FNEC a concrete and unique tool to guide decisions, tailor approaches to the specific needs of the 22 member communities, influence discussions with federal departments and offices, and lay the foundation for sustainable solutions for the governance and funding of school infrastructure.



The House is the incarnation of lifelong learning. Supported by the FNEC, the project consists in establishing the first university designed by and for First Peoples in Quebec. This independent institution will specialize in the transmission of knowledge specific to First Peoples or inherent in their identity. Courses are given in Roots, teaching spaces established in collaboration with our university partners on their campuses. The House of Knowledge aims to facilitate access to postsecondary studies for First Nations students and contribute to their success.

The last year has been a pivotal one for the project. It was marked by the signing of a framework agreement with all universities across the province of Québec. This essential support for the House of Knowledge will lead to discussions with the university community to establish genuine academic mobility for our student community, access paths to programs and the complete recognition of their acquired experience.

The different technical sub-committees have started their work. These committees are responsible for defining the fields of study and teaching methods for the House of Knowledge, in addition to designing the administrative structure that will support the new university's activities. At the same time, consultations also began with the communities to ensure that the inauguration of the House of Knowledge reflects First Peoples identity and aspirations.

The team primarily focused on defining and documenting different aspects of the project to prepare the work to be done next year. A needs study was carried out in collaboration with several First Nations communities, CEGEPS and Quebec universities. The data gathered was juxtaposed with a scientific corpus to draw a picture of the House of Knowledge's target clientele.

We are confident that with the progress of the work done in the last year, we will be on schedule to file our final business plan in 2027.



THE TRUTH AND RECONCILIATION COMMITTEE

The committee members are busy with three sub-committees, who primarily focus on the following three subjects:

- Competency 15
- The welcoming of new employees (professional development)
- Voices from the Land

With Competency 15, we have been able to better target teachers future needs. That led us to the idea of developing a guide to complement this competency. For each component, the committee gave itself the mandate to define an introduction (description and historical context), provide guidance and resources for professional development, break down the component into actions and determine the key points to retain. Although this work is still in progress, we are on the right track.

The FNEC is committed to the integration and professional development of its employees. That is why the Truth and Reconciliation Committee, in collaboration with the human resources team, is exploring ways to help staff gain a better understanding of the communities that we work for, without neglecting other Nations. This will give staff access to a plethora of resources to learn more about this topic.

For teachers, what could be better than the Voices from the Land portal! The site has attracted more than 10,000 visitors since it was launched on September 11, 2024. A great achievement that the FNEC can be proud of!



DATA GOVERNANCE SERVICES



The Data Governance Services team is made up of nine professionals that play a key role in the implementation of the Regional Education Agreement (REA). It updates the annual funding formula described in the Agreement and coordinates the work surrounding its expansion. The team also watches for developments on the provincial and national levels, and analyzes any improvement that could impact the funding of member communities.

REGIONAL EDUCATION AGREEMENT WITH THE FNEC

Annual update of the funding formula

For the 2024-2025 fiscal year, it was in August 2024 that the member communities received official confirmation of the total funding based on the REA formula. Prior to that, in March 2024 the FNEC provided conditional amounts for approval by Indigenous Services Canada (ISC). In anticipation of the 2025-2026 budgets, in February 2025, the FNEC did everything it could to present a first estimate of the amounts for the upcoming REA funding. It was submitted during the second edition of the Information Session on the REA funding component, in Saint-Sauveur.

The funding formula annual update process is part of a strict schedule that the FNEC follows meticulously. Member communities and ISC are given occasional reminders to ensure that all parties respect the deadline.

At the third year mark of the REA, the level of commitment by the member communities to produce the nominal roll report is quite apparent. These rolls account for most of the REA funding formula. The four days of training on the nominal roll offered by the FNEC have significantly improved its input. In December 2024, 95% of rolls were completed, compared with 89% on the same date the previous year. We have also observed that the input of the nominal rolls is more rigorous from the first draft. ISC's final validation of the nominal roll shows a 99% accuracy rate for band schools and 96% for provincial schools.

Performance Indicators BY and FOR First Nations

Developed in consultation with member communities, the nine performance indicators BY and FOR First Nations are now part of the REA accountability mechanism. The first aggregate report on performance indicators BY and FOR First Nations, submitted in fall 2024, demonstrates that, in member communities:

- 70% of education jobs were held by First Nations members in 2023-2024.
- Almost 63% teachers are qualified, i.e. they have their teaching certificate or they are recognized locally in teaching.
- The number of attendance checks has increased.
- There has been a net increase in the rate of Special Education services received or in progress, jumping from 72% in 2022-2023 to 83% in 2023-2024.

The performance indicators BY and FOR First Nations help to achieve the goal of measuring the Agreement's overall success and make a report on it to the government. These indicators are also used as a decision-making tool for education administrators. Each community and each school can access their own data and consult it in the CANO dashboard.





EIS-CANO EDUCATION INFORMATION SYSTEM

CANO Diagnosis

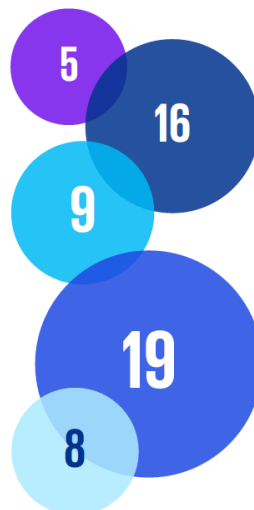
With the goal of staying at the cutting edge of data management, towards the end of 2023 the FNEC called upon KPMG for its database management expertise, entrusting it with the mandate to diagnose the database and analyze the user experience.

The diagnosis in a few figures*

People met by the FNEC Technology Services and Data Governance Services teams.

Workshops held to define the key issues.

Recommendations adopted, 2 of which are finalized. These recommendations contribute to the resolution of certain priority issues for the FNEC.



Issues identified affecting current problems, current architecture, data modelling, the applicative layer and the backup strategy.

Targeted recommendations based on the issues identified.

*Image taken from the KPMG final report dated April 3, 2024.

Of the 19 recommendations made by the KPMG specialists, the EIS-CANO team applied 12 of them in 2024-2025. Six others are being processed, while a single recommendation will be implemented next year.

Business Continuity Plan

A business continuity plan has been implemented in the event of a major incident. If an event causes a prolonged interruption of access to EIS-CANO (Internet failure, fire, cyberattack, etc.), it can be temporarily moved to another location, minimizing the loss of data. User access to EIS-CANO could be restored in just a few minutes.

CANO 2.0

Following the implementation of the new parents page last year, the CANO overhaul continues. The team is focusing on student files and Special Education. The new version of the platform will be deployed gradually during the next school year.

CANO in Numbers

- Sessions: 204,000
- Views of the performance indicators dashboard: 255
- Users: 1378 (including parents)
- Funding consultations: 237
- Requests for support: 942
- Parents that used the Parents Page: 163 (1,712 sessions opened)

Data Governance Services Events

- EIS-CANO administrator training
- Nominal roll training (in French)
- Nominal roll training (in English)
- TV 2.0 “School infrastructures” virtual tests committee
- Information session on the REA funding component





FINANCE AND INFRASTRUCTURE SERVICES



The Finance and Infrastructure Services team is made up of nine committed professionals that play a strategic role in the FNEC Secretariat. They provide member communities with technical support, advice and training for financial management, budgeting large-scale projects and governance. The team actively contributes to the reinforcement of our member communities' good financial practices by providing training and specialized technical advice.

Infrastructure Services Achievements

In 2024-2025, the FNEC infrastructures service pursued its mission to support communities in their construction, expansion, renovation and educational infrastructure projects. In total, our service devoted over 780 hours of support to its projects.

Our experienced team provided support for project planning, management and monitoring in several fields, in addition to finding qualified entrepreneurs and analyzing plans and specifications. Our infrastructures Project Manager made 54 community visits this year, to attend site meetings, monitor the work and meet with the resources in place.

The team also started a large-scale project in 2024-2025: an evaluation of educational infrastructure needs for all our member communities. The first years of the Regional Education Agreement demonstrated the importance of having appropriate school infrastructures to support educational progress and promote culture. Our communities have their specific realities and it is essential to have schools that address their needs.

We therefore joined with the firm MNP to visit all FNEC schools and meet the stakeholders from our 22 communities to draw a clear picture of the issues and quantify their needs. This is the first step in the development of a funding and educational infrastructures governance structure to support the Agreement, thereby promoting educational success.



EDUCATIONAL SERVICES



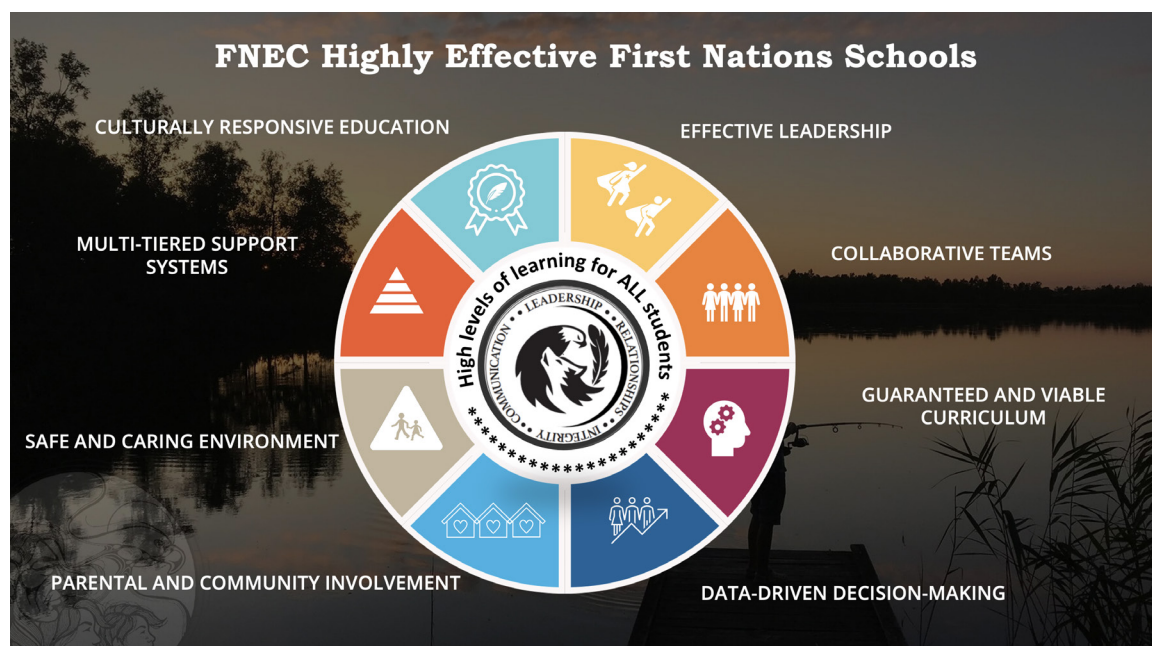
TOGETHER FOR FIRST NATIONS STUDENTS SUCCESS

The FNEC pursues its objective of offering quality second-level services to all of its member communities. The educational services team makes every effort to maintain elevated levels of instruction for **ALL** students.

The FNEC has gained solid experience in highly effective First Nations schools over the years, enabling it meet the specific needs of each community.

OVERVIEW 2024-2025

We are proud to present you with an overview of the activities we carried out in 2024-2025, which demonstrate our commitment to offering a quality, stimulating educational environment for First Nations students.



Satisfaction rate of gatherings, trainings, and support

The Educational Services team promotes student success by offering its members gatherings, training and support. The following satisfaction rates are a measure of success.

Results of the satisfaction survey	Event
100%	• Literacy Camp • Directors' Gathering (December and July) • PFAE Gathering • TRDA (4th and 6th grades) • TRDA (3rd and 5th grades) • Training – Foundations in Teaching
97%	• Special Education Gathering
93%	• Pre-school Gathering
90%	• Languages, Culture and Technology Gathering • PLC/ELA (grade 4-6-8)

Educational services offered to communities

We offered diversified services once again this year to ensure that we meet all your needs. Our services often overlap in a number of different categories.

The majority of requests received in 2024-2025 were for support with:

- Professional development
- Collaborative meetings
- Language and culture curriculum
- Educational technology (ICT)
- Parental involvement and/or activities
- Presentations at special events
- Research on educational resources
- Special education
- School policy

This represents more than 80 “official” requests, made through our online request form. This number does not include “improvised” requests by email, in person or by telephone.

Launch of the Voices from the Land Web Portal

On September 11, 2024, we launched an educational web portal that presents content which accurately reflects the realities of First Nations and Inuit across Quebec.

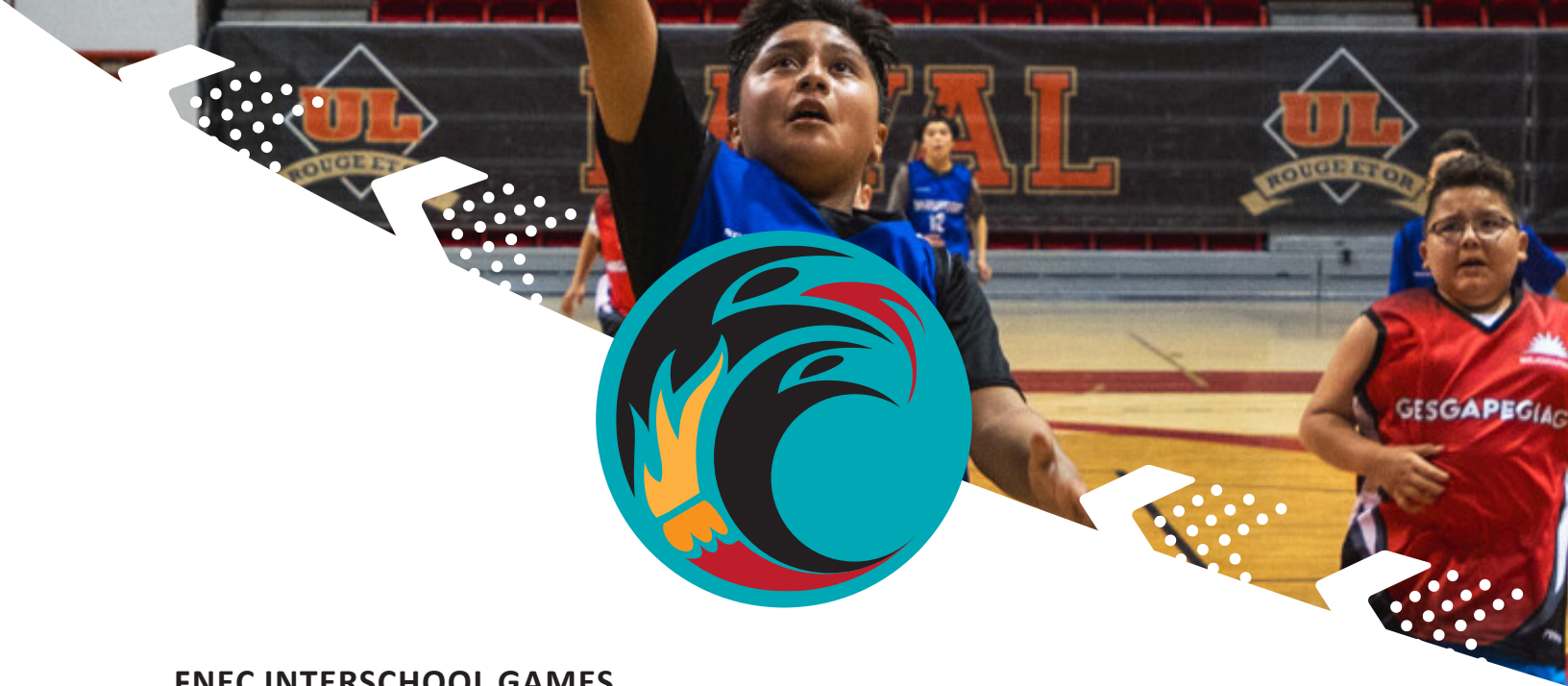
Voices from the Land offers reliable resources to help integrate First Nations and Inuit content into the provincial curriculum. This platform is an outstanding tool designed to support non-Indigenous teachers and in bringing First Nations cultures into their classrooms.



10,330
VISITS

9,897
PAGES VIEWS

10,744
HITS



FNEC INTERSCHOOL GAMES

The number of participants and delegations at the 2024 FNEC Interschool Games increased significantly, making them the largest major recurring sporting event for First Nations members in Quebec. The Interschool Games showcase the vibrancy and diversity of Indigenous cultures through sport.

Games that are growing

The 2024 edition set a new participation record, with 1,155 athletes, coaches and support staff. Here are the details of this constantly growing event:

Category	Subcategory	Number
Number of athletes	Girls	450
	Boys	462
	Total	912
Number by age group	Ages 10 to 12	390
	Ages 13 to 15	326
	Ages 16 to 18	191
Coaches and support staff	Total	243
Communities	FNEC members	19
	FNEC non-members	5
	Total	24
Schools	French speakers	22
	English speakers	14
	Total	36

Little Feathers Program

The Little Feathers initiative returned to support children who are taking their first steps in 4-year-old kindergarten. Through this action, 748 school kits were given to FNEC member elementary schools. For the first time this year, communities without a school also had the opportunity to order kits for their children who attend a provincial school.



Yahndawa' – Online Adult Education

Yahndawa' is an online adult education service developed by the FNEC and the Centre de développement de la formation et de la main-d'œuvre (CDFM) wendat. There were 65 registrations during the year and there are currently 47 students from 15 different communities who benefit from Yahndawa' services. Eight courses were successfully completed in the 2024-2025 school year.



Preschool Education Gathering

The Preschool Education Gathering was held on October 23 and 24, 2024, attended by 30 participants from 11 FNEC member schools. The annual event was a good opportunity for teachers to strengthen their connections and share their experiences with the First Nations Preschool Education Cycle Program that was launched the previous year.





Nonviolent Crisis Intervention

On March 25 and 26, 2025, the FNEC went to the Otapi secondary school in Manawan to provide the school team with training from the Crisis Prevention Institute (CPI). This initiative helps to strengthen intervention skills in schools and promote a safe and caring learning environment for everyone.

Foundations in Teaching in a First Nations Context

On November 27 and 28, 2024, a training session was held for teachers from English-speaking communities. Fourteen grade 4, 6 and 8 teachers participated. This initiative is part of a professional learning community active since 2019, which brings together schools from seven Anishinabe, Mi'gmaq and Kanien'kehá:ka communities.

Table régionale de développement atikamekw

From May 27 to 30, 2024, the Table régionale de développement atikamekw held its annual collective marking event. A total of 25 grade 3 to 6 Manawan, Opitciwan and Wemotaci teachers came together to mark the French (reading and writing) and math exams of all students from their three schools.

On November 7 and 8, 2024, the FNEC welcomed grade 4 and 6 teachers for training on several key topics, including French reading and writing, mathematics problem solving, and more. The same training was given to grade 3 and 5 teachers the following week.



First Nations Culture and Citizenship

Following the development and success of the Wendat Culture and Citizenship course at Wahta' School in Wendake, the FNEC presented the fruit of this work to the principals of all member schools. Inspired by this initiative, the Mashteuiatsh community expressed its interest in creating an Innu Culture and Citizenship course. This work was accomplished through several meetings between the Kassinu Mamu school and the FNEC.

New Staff Orientation Webinars

At the start of the school year, four one-hour webinars brought together each time, an average of five new staff members. Offered as part of the project *Strengthening Connections: A Framework for Teacher Retention*, they complemented the distribution of 113 French and 76 English kits provided to school principals in July 2024, giving new recruits a welcoming space to connect for their successful integration.

Professional Learning Community – English Language Arts (ELA)

From May 28 to 30, 2024, the Marking Centre took place. Twenty teachers corrected the English evaluations (ELA) for all grade 4 and 6 students and, for the first time this year, grade 8 students from FNEC English-language schools. The addition of grade 8 evaluation corrections provides better support for students at various levels.

Teacher Assistant Training in a First Nations Context

An updated version of the teacher assistant training was developed in 2024. This 25-hour training started with two in-person days at Kiuna College in Odanak. A total of 54 people from 9 communities completed the training and were awarded a certificate to highlight their efforts.

Special Education Gathering

On February 18 and 19, 2025, fifty participants from 10 FNEC member communities gathered to reflect on a single topic: inclusive education. During these two days, marked by ample exchanges, the participants shared their experiences, their best practices and their reflections to better support students with special needs.

Monthly Special Education Coordination Meetings

The FNEC holds virtual meetings each month with the Special Education coordinators. These exchanges aim to strengthen the network and favour the sharing of useful information and best practices in Special Education.





SCHOOL ADMINISTRATION SERVICES

Over the past year, the FNEC's School Administration Services have continued to support school leaders across our member communities.

From April 2024 to March 2025, a total of 111 service requests were received and addressed, reflecting the diverse and evolving needs of our schools. The majority of requests fell into six broad categories:

- Administrative and Financial Management
- Human Resources and Staff Support
- Infrastructure and Facilities
- Educational Programs and Student Support
- Leadership and Professional Development
- External Collaborations

School leaders sought guidance on a wide range of topics, including funding allocation, policy development, MEQ regulations, and educational governance models. Human resources inquiries were also prominent, with requests related to recruitment, staff working conditions, and salary scales. Lastly, leadership development remained a key priority, with numerous requests for coaching, mentorship, and tools to enhance school success planning and student attendance.

In addition to responding to service requests, the School Administration Services proudly organized three major professional development events for school leaders this year. These gatherings provided invaluable opportunities for collaboration, learning, and leadership growth.

1. The **July 2024 School Leaders Retreat**, themed "Growing to Our Full Potential," brought together school leaders to explore core pillars of school leadership, including continuous improvement, staff development, and inclusive education.
2. In **December 2024**, the second **School Leaders Retreat**, themed "Leadership in Action: Cultivating Effective School Teams," focused on practical strategies for building collaborative, goal-oriented school teams.
3. Lastly, the FNEC supported participation in the **Leadership Committee for English Education in Quebec (LCEEQ) 2025 Annual Conference**, themed "Enriching a Culture of Belonging." This event emphasized actionable strategies to foster inclusive environments where all students and staff feel valued and supported.

Together, responding to the above service requests and professional development events reflect FNEC's ongoing commitment to empowering school leaders and strengthening educational leadership across its member communities.

FNEC REGIONAL PROGRAMS

The FNEC's Regional Programs Services continue to play a vital role in supporting the educational, cultural, and personal development of students across our member communities. Through targeted funding and strategic initiatives, these programs empower schools to implement meaningful projects that reflect local priorities and Indigenous values.

FNEC Anti-Bullying Program

In 2024–2025, the FNEC continued its commitment to fostering safe and inclusive learning environments through the FNEC Anti-Bullying Program, supported by the Ministry of Education of Quebec (MEQ), offering \$2,500 per school to support and enhance anti-bullying initiatives.

FNEC Innovation in Education Program

The FNEC Innovation in Education Program, funded by Indigenous Services Canada and administered by the FNEC, continues to support transformative educational projects across member communities. Decentralizing \$463,000 of additional funding to eligible member communities, this program enables schools to explore new academic strategies, technologies, and culturally relevant approaches that enhance student learning and well-being.

FNEC FNIYES Youth Programs

Administered by the FNEC and funded by Indigenous Services Canada, the First Nations and Inuit Youth Employment Strategy (FNIYES) supports the decentralization of \$1.25 million to eligible member communities. This funding empowers youth development through three key components: Summer Work Experience, Promotion of Careers in Science and Technology, and Career Promotion and Awareness. These programs offer students meaningful opportunities to explore career paths, gain practical experience, and build essential life and professional skills.

FNEC Land-Based Teaching Initiative

Launched in complement to the Regional Education Agreement, the FNEC Land-Based Teaching Initiative provided funding of \$39,000 per community to support Indigenous pedagogical approaches rooted on the Land. Schools and communities have used this funding to develop rich, learning opportunities based on experience and traditions.

Together, these regional programs reflect the commitment to fostering innovation, inclusion, and cultural revitalization in education. We look forward to continuing this important work alongside our member communities in the year ahead.



A close-up photograph of various traditional Indigenous tools and artifacts, including wooden carvings, antlers, and beaded items, arranged on a wooden surface. The image is partially obscured by a white arrow graphic pointing towards the title.

LANGUAGES AND CULTURES SERVICES

The languages and cultures team adopted an integrated, multilingual approach to teaching languages during the year. This means that we are emphasizing the importance of having consistent teaching methods for all languages taught in a same school, that we advocate raising awareness of multilingual realities for all teachers and that we recommend exploring ways to teach language outside of language courses. This shift was based on the needs expressed by our member communities and backed by research in second language and mother tongue teaching. As a result, the work done by our advisors focused on school subjects other than languages themselves and the integration of several languages at once in training courses.

The team's main accomplishments include the organization of the Language, Cultures and Technologies Gathering. This event focused on how to integrate the use of technology in the teaching of First Nations languages and cultures.





Another major accomplishment was the creation of an eight-day training session on Land-based teaching. This training covers several categories, including security, community involvement, evaluation and proven teaching strategies. Using this method as a tool for teaching First Nations languages was also discussed.

A number of significant achievements were made in language teaching to support communities.

- The team offered *Total Physical Response* training to Mi'gmaq and French second language teachers.
- Teaching material has also been created in the Kanien'keha and Mi'gmaq languages.
- Atikamekw and French second language teachers were also offered training in oral teaching methods.

The team provided assistance to review and create initiatives in the Atikamekw and Kanien'kéha language programs. It also helped to integrate culturally significant elements in different academic programs. The team also provided help in other areas, including the planning of pedagogical activities for cultural weeks and the Manawan elementary school.

Cultural activities for employees

A number of activities were organized for FNEC employees. These activities included information capsules and learning exercises on three Indigenous languages (Wolastoqey, Latuwewakon, Kanien'kéha and Mi'gmaq), crafts and potluck dinners.



TECHNOLOGY SERVICES

Our Technology Services team strives 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 Public Sector Connectivity

FNEC connectivity services provide essential broadband services that are manageable, secure, and cost-effective, capable of meeting the needs of schools and all public sectors. To ensure that schools have adequate bandwidth for Internet access, all member communities with schools have had 1GB Internet service since April 2023.

The goal of our fiber optic infrastructure project is to seek the required resources to support the deployment and maintenance of all public sector community broadband infrastructures. Activities this year include:

- Pre-engineering: Barrier Lake, Kabaowek, Kitigan Zibi, Lac Simon, Listuguj, Long Point First Nation, Pekuakamiulnuatsh First Nation, Timiskaming First Nation, Wemotaci, and Wendake.
- Fiber deployment expansion for a total of 22 buildings across the following communities: Kitigan Zibi, Lac Simon, Listuguj, Long Point First Nation, and Wendake.
- Fiber repairs in three communities.
- Fiber maintenance and registration:
 - The FNEC maintains “non-dominant carrier status” with the CRTC for all fiber optic network infrastructures deployed to communities. In doing so, we simplify the process of CRTC registration and insurance coverage for all community fiber optic infrastructures into one process.

Our connectivity support services continue to evolve to meet the needs of member communities. Below are the main aspects of our work:

- Manage 14 broadband contracts for communities, with a dedicated bandwidth of 1GB.
- Coordinate reimbursement to communities managing their own telecommunication services.
- Manage, maintain, and update network connectivity and equipment.
- Provide network/technical support.
- Coordinate stakeholder support to fund connectivity needs for communities.
- Promote our connectivity service offer to other organizations.

The total cost for annual recurring connectivity fees is relatively consistent with 2023-2024 fees at approximately \$549,000 for member communities. It is important to note that the revised fees for high-cost service areas are factored into this total cost.



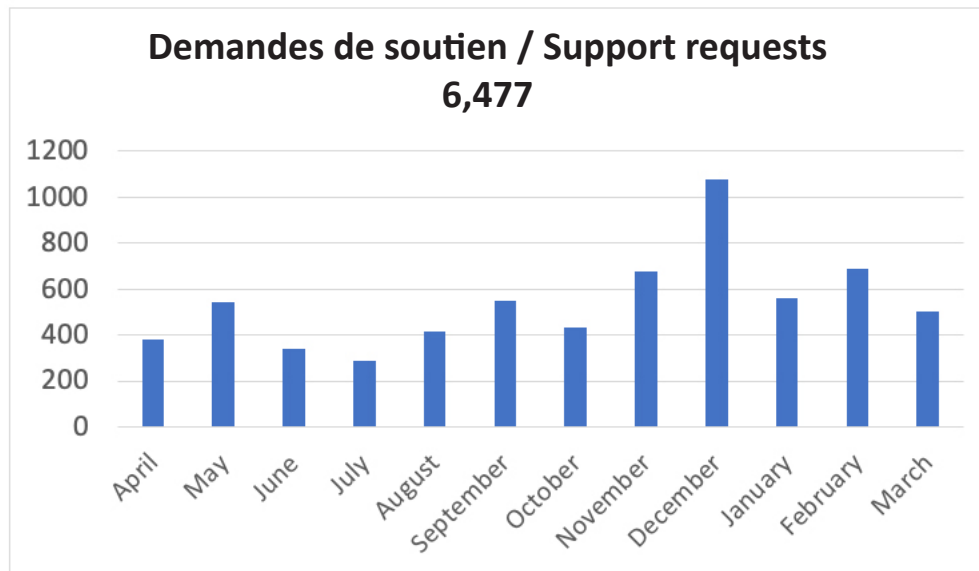
The FNEC works to secure financing to support Fiber Optic infrastructure research and deployment, telecommunication fees, networking equipment, broadband upgrades, and recurring fees for its member communities. Both the First Nations Infrastructure Fund (FNIF) and Infostructure program (E-Health) continue to support these costs and have provided a budget of \$750,000 and \$402,000 respectively for 2024-2025. This brings the cumulative total from 2007 to \$12.7M.

Technical Support for Schools and Communities

The main objective of this service is to offer technical support to technicians and 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 following table summarizes the support requests received in 2024-2025.



Tablets 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 tablet 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 tablets, facilitates, and tracks their use, enhances security, and reduces costs. In short, it enables schools to provide an optimal learning experience for students and their teachers.

Some 3,200 tablets 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 organizations 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.

The key to an effective cybersecurity strategy is awareness and training. To this effect, the FNEC maintains CIRA cybersecurity training licensing and encourages schools to register for this training, which is free for our members.

Annual	Training and awareness	CIRA Cybersecurity training is provided free annually to all FNEC member school staff. Training is also available to other public sectors at a cost of \$15 per person.
2024-2025	End point protection software and cybersecurity tools	FNEC is available to offer consultation and guidance on Cybersecurity strategies and tools.

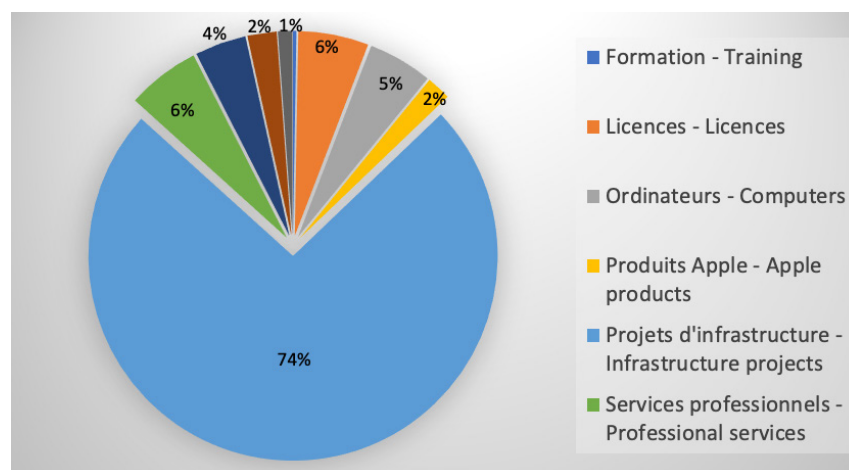


Equipment Purchasing Services

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 2024-2025:



Software and Licence Agreements

Sharing licences 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 licences for several schools;
- manage licences more easily;
- access additional software;
- encourage collaboration.

Here is an overview of shared licences in 2024-2025:

- 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:

- 4,300 students;
- 700 teachers;
- 650 support staff.





ICT 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 2024-2025, nine youth from member communities benefited from this program and were able to complete a 25-week internship. Six of them obtained their Cisco Certification for CCNA-Introduction to networks.

This brings the total number of youth participating in this program to 207 since 2009.

Partnerships and Research in Technology

As an advocate and expert in the domain of telecommunications, the FNEC continues to participate along with other First Nation organizations across Canada in policy and program consultations that impact First Nations access to broadband services. The FNEC has been a member of the First Mile Connectivity Consortium (FMCC) since it was founded in 2012. So far, the FMCC has participated in 16 Interventions at the Canadian Radio-Television and Telecommunications Commission (CRTC) and nine wireless Spectrum Policy proceedings with the department of Innovation, Science and Economic Development (ISED).



The result of these interventions is making a positive impact on telecommunication policies and programs that address local realities, such as the recent decision by the CRTC to add training resources to their Broadband fund. Communities are encouraged to visit any one of the sites below to learn more about the FMCC and relevant proceedings at the CRTC and ISDE.

FMCC: www.fmcc.ca

CRTC: <https://crtc.gc.ca/eng/archive/2024/2024-328.htm>

<https://crtc.gc.ca/fra/archive/2024/2024-328.htm>

ISDE: <https://ised-isde.canada.ca/site/spectrum-management-telecommunications/en>

<https://ised-isde.canada.ca/site/gestion-spectre-telecommunications/fr/>

The FNEC is pleased to report that the FMCC has received recognition as an expert group in telecommunication by AFN resolution (December 2024) which aims to support all First Nations across Canada to engage in policy development in the domain of telecommunication services. For more information, please contact the FNEC Technology sector. See the following link for more information: www.firstmile.ca.

Quebec Indigenous 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. The FNEC coordinated two workshops held online via Zoom in November 2024 with a total of 36 teachers registered in preparation for the Science Fair being held in Kuujuarapik – Whapmagoostui in March 2025.

Complementary Services

The FNEC provides community and public sector access to technical support and competitive pricing for certain technologies through project support services. In 2024-2025, the FNEC contributed to:

- 11 x Cabling improvement projects
- 11 x Camera projects
- 4 x Telephone over IP projects



COMMUNICATIONS AND GOVERNMENT RELATIONS SERVICES



The Communications and Government Relations team had an exciting year in 2024-2025. Thanks to the addition of new members, we implemented several internal processes designed to optimize our practices, improve internal communications and continue to showcase the FNEC in numerous ways. Our dedicated team worked passionately throughout the year to back FNEC initiatives and demonstrate its willingness to better serve its member communities at all times.

FNEC 40th Anniversary

We commemorated this major anniversary in a number of ways throughout the year:

- New slogan: Launch of the “Honouring our roots, learning with pride” slogan, which fully reflects our collective identity.
- FNEC - employee afternoon: We invited all staff to take a trip down memory lane to revisit the FNEC’s origins, vision and mission. The event was a fun-filled opportunity to build our unity around a common cause.
- Gala evening: Almost 250 colleagues, partners, chiefs, school principals and elected officials gathered to celebrate an unforgettable evening featuring a menu of Indigenous flavours, cultural performances, and inspiring speeches.
- Visual identity: Creation of a distinct and attractive visual to mark the FNEC’s 40 years.

Echo of the Nations Scholarship: The FNEC launched the Echo of the Nations Scholarship to recognize and reward an outstanding cultural project that embodies pride, identity, and inspiration within First Nations communities.

Strategic Planning and Tools

- Production of a clear, concise and effective Communication Plan.
- Development of a thorough Internal Communication Plan to promote cooperation and break down barriers.
- Development of sector-based strategic planning oriented towards our actual needs.
- Implementation of an Information Management Work Plan to better structure our actions and reach our objectives.
- Continuous improvement of our practices, including indigenization and improved quality assurance.

Support and collaboration

In addition to supporting the General Management and all sectors in their communications needs, we provided constant feedback to partners on a number of initiatives, including the First Mile Connectivity Consortium, the Interschool Games, Kiuna College, Regional Committee on First Nations Languages, Yandawah' and the Assembly of First Nations Quebec-Labrador.

Organizational relationships and image

- Strengthening of relations with the media and partners.
- Implementation of a dress code that reflects the professionalism of FNEC employees.
- Holding of structured post-mortems to improve our practices.

Major events

- Launching of the Voices from the Land portal, an educational Web portal that reflects the realities of First Nations and Inuit people throughout Quebec.
- Organization of the historic signing of the House of Knowledge framework agreement, the result of a collaboration between our internal teams and an external partner, demonstrating our capacity to carry out this type of event.

Media visibility

- Rapid and effective reaction to the announcement by the Musée national de l'histoire du Québec and the filing of the Auditor General's report, which helped to shed light on the realities of our member communities.
- Support for our spokespersons for their appearance on Bill 64 (Musée national de l'histoire du Québec) and the Commission spéciale sur les impacts des écrans et des réseaux sociaux sur la santé et le développement des jeunes, further promoting the FNEC and its role in education.



2024-2025 SOCIAL MEDIA OVERVIEW



516

NEW FOLLOWERS

26,001

VISITS

821

CLICKS ON LINKS

6,110

INTERACTIONS WITH THE CONTENT

59,289

REACH OF POSTS



24,456

REACH OF POSTS

847

REACTIONS

35

COMMENTS

22

REPOSTS



MEDIA PRESENCE 2024-2025

2024

May

- LaPresse: *Des propos de François Legault indisposent les Premières Nations* / May 7
- Montreal Gazette: *Systematic erasure: Indigenous leaders reject Legault's comments on Quebec history* / May 8
- RDI - Entrevue télévision: *Musée national sur l'histoire du Québec* / May 8
- ULaval nouvelles: *Les Jeux interscolaires sont de retour sur le campus* / May 22

June

- Radio-Canada: *La loi 96 pénalise les étudiants autochtones, disent les cégeps anglophones* / June 5

July

- La Presse: *De la richesse linguistique des Premiers Peuples au Canada* / July 24

August

- CBC Radio – entrevue en direct: *Musée national sur l'histoire du Québec* / August 8

September

- Radio-Canada: *Revitaliser des langues autochtones : rompre avec le passé et se réapproprier son destin* / September 5
- Radio-Canada: *Un site web sur les réalités autochtones en renfort aux enseignants du Québec* / September 14
- CBC North – entrevue: *Voices from the Land* / September 16
- Le Soleil: *Les Premières Nations donnent une deuxième chance au musée* / September 19
- La Presse Canadienne: *Mentalité colonisatrice : le Musée national encore critiqué par des Autochtones* / September 24
- Radio-Canada: *« Mentalité colonisatrice » : le Musée national encore critiqué par des Autochtones* / September 24
- Le Devoir: *Le Musée national de l'histoire du Québec critiqué par des groupes autochtones* / September 24
- Entrevue Radio CBC: *Quebec AM with Julia Caron Live Radio* / September 26
- CityNews: *Colonialist mentality: Indigenous groups challenge Quebec over new history museum* / September 24
- The Globe and Mail: *Indigenous groups challenge Quebec to avoid colonialist mentality in new history museum* / September 24
- Blogue Action Parents, Fédération des comités des parents du Québec: *Les Voix du Territoire : une nouvelle ressource sur les réalités autochtones* / September 30

October

- Infolettre Centre de transfert pour la réussite éducative du Québec: *Les Voix du Territoire : un portail Web pour le personnel enseignant consacré aux réalités autochtones et Inuit* / October 3

November

- CTV News Montreal: *Quebec has done 'very little' for Indigenous academic success: auditor general* / November 21
- The Canadian Press: *Quebec auditor general says school system failing Indigenous students* / November 21
- Le Devoir: *Le Conseil en Éducation des Premières Nations préoccupé, mais pas surpris, par le rapport de la vérificatrice* / November 21



2025

January

L'actualité: *Les écrans ont des effets positifs, dit le Conseil en éducation des Premières Nations* / January 31

February

- École branchée: *Écrans et réseaux sociaux : L'école en bonne position pour aider les jeunes* / February 4
- Le Soleil: *Un pas de plus vers une université 100 % autochtone* / February 13
- Radio-Canada: *Une première université autochtone au Québec prend forme* / February 13
- Le Devoir: *Le rêve d'une première université «par et pour les Autochtones» prend forme* / February 13
- Université Laval: *Une nouvelle étape vers la première université des Premiers Peuples au Québec* / February 13
- Journal de Québec: *Université des Premiers Peuples : un projet qui favorisera l'accès aux études supérieures* / February 13
- Neo UQTR: *L'UQTR participera à l'établissement d'une maison d'enseignement par et pour les Premiers Peuples* / February 13
- Global Montreal télévision: *La Maison des savoirs* / February 13
- ICI Radio-Canada: Entrevue – *La Maison des Savoirs* / February 13
- AMEQ en ligne: *Signature d'une entente historique pour la Maison des savoirs – La première université des Premiers Peuples au Québec prend forme* / February 13
- InfoBref: *Une première université québécoise « par et pour les Premiers Peuples »* / February 14
- ENC News: *Signing of an historic agreement for the House of Knowledge – The first university for First Peoples in Quebec takes shape* / February 14
- UQO: *L'UQO fière partenaire de la Maison des savoirs, la première université autochtone au Québec* / February 14
- Noovo Info télévision: *La Maison des Savoirs* / February 14
- ICI Radio-Canada Première CBJ (Saguenay, QC) – Extrait – *La Maison des savoirs* / February 14
- Quebec A.M, CBC Radio One CBVE (Quebec, QC) - Extrait – *La Maison des savoirs* / February 14
- Daybreak (Montreal), CBC Radio One CBME (Montreal, QC) – Extrait / February 14
- Let's Go, CBC Radio One CBME (Montreal, QC) – Entrevue / February 14
- Breakaway, CBC Radio One CBVE (Quebec, QC) – Extrait / February 14
- CTV News télévision: *La Maison des savoirs* / February 15
- CTV News Montreal at 6 – Extrait / February 15
- AMEQ en ligne: *Polytechnique Montréal cosignataire d'une entente historique pour la Maison des savoirs, la première université des Premiers Peuples* / February 17

March

Montréal Campus: *La Maison des savoirs, un « partenariat historique »* / March 16



COMITÉ RÉGIONAL DES
Langues Ancestrales

REGIONAL COMMITTEE ON
First Nations Languages

REGIONAL COMMITTEE ON FIRST NATIONS LANGUAGES

The Regional Committee on First Nations Languages (RCFNL) counts on a dynamic team of six passionate professionals who combine their strengths with the First Nations to maintain and revitalize their Indigenous language. Its vision? That all member First Nations have many opportunities to live their cultures and learn their languages.

ACHIEVEMENTS

Second Forum on First Nations Language Rights

September 4 and 5, 2024

The goal of the forum was to unite and mobilize our Nations in the defense of our languages. The RCFNL team was proud to present several great language rights defenders, who generously shared their knowledge.

Adoption by the AFNQL of the Declaration on First Nations Language Rights

September 4, 2024

The Assembly of First Nations of Quebec-Labrador chiefs adopted a historic declaration on First Nations language rights during the second edition of the Forum on First Nations Language Rights, which was held on September 4 and 5, 2024. This declaration paves the way by specifying the power that it grants First Nations in exercising their right to self-determination.

First call for proposals for the Funding Program for First Nations Languages in Quebec

October and November 2024

The Regional Committee on First Nations Languages is the organization designated by elected members of communities to administer the Funding Program for First Nations Languages in Quebec.

The RCFNL intends to use this program, redefined according to First Nations values and realities, to continue its mission by providing financial support for language projects in communities and urban environments. The Committee is proud to support the communities and organizations in their language planning or the deployment of their projects.

Meeting of representatives from the Regional Committee on First Nations Languages

February 4, 5 and 6, 2025

The meeting of Regional Committee on First Nations Languages (RCFNL) representatives was held in February. Discussions were held on the follow-up of regional, national and international files, including the implementation of the Declaration on First Nations Language Rights, the model law and the funding program. We also had the privilege of receiving the First Peoples' Cultural Council (FPCC) for a very successful information session on language planning. These days were marked by rich, passionate and committed exchanges.



KIUNA INSTITUTION



The Kiuna Institution relies on a devoted team of some thirty employees, driven by a common mission: promote academic success and increase graduation rates. Together, they cultivate a caring and stimulating learning environment, rooted in First Nations identity, values and traditions.

ACHIEVEMENTS

Confirmation of stable and sustainable funding

In December 2024, Kiuna finally obtained confirmation of funding that fulfils its mission and needs. This essential financial support will reduce the pressure on the teams and services offered to community students, while ensuring their sustainability and better long-term planning.

Launch of the DCS in cultural transmission of linguistics (JYC.OP)

After three years of fine-tuning, Kiuna is launching an innovative program to address the specific needs expressed by the communities. The program aims to equip educators with the tools they need to revitalize, promote and transmit language and cultures. It provides for the development of coordination, material creation, planning, evaluation and animation competencies, along with four first languages courses designed for beginners or native speakers.

Deployment of the DCS in Community and Indigenous broadcasting/journalism (NYW.1H)

This 420-hour program is offered in partnership with the Sept-Îles and Abitibi-Témiscamingue CEGEPs. It was launched in the winter 2025 session for a group of 14 students from the Kanesatake and Kahnawà:ke communities.

Kinosalwaw8gan scholarships

This year, 43 scholarships totalling \$98,400 were awarded to Kiuna students, thanks to the support of the Fonds de recherche du Québec, the Harvard Club of Québec and CIMA+. These scholarships recognize excellence.

2024 and 2025 graduation ceremony

On August 18, the Kiuna Institution highlighted the success of more than 75 graduates at its 10th graduation ceremony. The event brought together graduates, families, First Nations leaders and education partners from across Quebec, to celebrate students' resilience and engagement.

Broadcasting of the documentary series—*Kiuna, plus qu'une école*

In fall 2024, the six-episode documentary series *Kiuna, plus qu'une école*, produced by Kassiwi Média, was broadcast on APTN. It sheds light on inspiring paths in the Institution. The series was selected as a finalist at the 2025 Gmeaux awards in the category *Best Observational Documentary Series*.

Launching of episode 1 of the Klozowinno podcast

Produced by four students, the Klozowinno podcast series gives voices to the issues that affect the members of the Kiuna community. The first episode delves into a simple, but essential question: "Why Kiuna?"





FINANCIAL STATEMENTS

Independent Auditor's Report on Summary Consolidated Financial Statements

Raymond Chabot
Grant Thornton LLP
Suite 200
140 Grande Allée East
Québec, Québec G1R 5P7
T 418-647-3151

To the Directors of
First Nations Education Council

Opinion

The summary consolidated financial statements, which comprise the summary consolidated statement of financial position as at March 31, 2025, and the summary consolidated statement of operation and net assets for the year then ended, and the note to summary consolidated financial statements, are derived from the audited consolidated financial statements of the First Nations Education Council for the year ended March 31, 2025. We expressed a qualified opinion on those consolidated financial statements in our report dated June 12, 2025.

In our opinion, the accompanying summary consolidated financial statements are a fair summary of the audited consolidated financial statements, on the basis of presentation described in Note 1. However, the summary consolidated financial statements are misstated to the equivalent extent as the audited consolidated financial statements of the First Nations Education Council for the year ended March 31, 2025.

Summary consolidated financial statements

The summary consolidated financial statements do not contain all the disclosures required by Canadian accounting standards for not-for-profit organizations. Reading the summary consolidated financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited consolidated financial statements and the auditor's report thereon. The summary consolidated financial statements and the audited consolidated financial statements do not reflect the effects of events that occurred subsequent to the date of our report on the audited consolidated financial statements.

Audited consolidated financial statements and our report thereon

We expressed a qualified opinion on the audited consolidated financial statements in our report dated June 12, 2025. The basis for our qualified opinion was the fact that the Organization recorded, during the previous year, an other adjustment in operating expenses in the consolidated statement of operations for an amount of \$420,331, for which we were unable to obtain sufficient appropriate audit evidence on which to base our opinion. Accordingly, we were unable to determine what adjustments to the consolidated financial statements might be necessary for the year ended March 31, 2024.

Management's responsibility for the summary consolidated financial statements

Management is responsible for the preparation of the summary consolidated financial statements on the basis described in Note 1.

Auditor's responsibility

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

Raymond Chabot Grant Thornton LLP ¹

Québec
August 18, 2025

First Nations Education Council **Summary Consolidated Operations and Net Assets**

Year ended March 31, 2025

	2025	2024
	\$	\$
Revenues		
Financial assistance		
Indigenous Services Canada (ISC)	21,321,341	17,064,329
Canadian Heritage	2,018,582	1,059,722
CEPN-Technologie	879,868	884,677
Quebec government	522,932	502,894
Other organizations		86,666
Sponsorships for the Inter-school Games	243,487	274,581
Members' contributions	22,000	22,000
Interest	656,275	589,779
Operations related to the mission of the Kiuna Institution		
Financial assistance	5,839,102	4,693,805
Kiuna housing	124,193	103,744
Interest	32,454	31,221
Other	91,793	41,082
	<u>31,752,027</u>	<u>25,354,500</u>
Expenses		
ISC programs		
Devolved programs	4,201,875	4,302,418
Other	14,863,228	11,828,129
Other programs	2,434,370	1,499,893
Kiuna Institution and housing	4,393,633	4,576,577
Administrative expenses	1,433,985	1,178,309
Other adjustment		420,331
	<u>27,327,091</u>	<u>23,805,657</u>
Excess of revenues over expenses	<u>4,424,936</u>	<u>1,548,843</u>
Net assets, beginning of year	<u>8,971,615</u>	<u>7,422,772</u>
Net assets, end of year	<u>13,396,551</u>	<u>8,971,615</u>

The accompanying note is an integral part of the summary consolidated financial statements.

First Nations Education Council **Summary Consolidated Financial Position** March 31, 2025

	2025 \$	2024 \$
ASSETS		
Current		
Cash	14,365,476	14,321,612
Trade and other receivables	4,486,346	4,455,637
Prepaid expenses	214,467	159,234
	<u>19,066,289</u>	<u>18,936,483</u>
Long-term		
Advances to a controlled not-for-profit organization, without interest or repayment terms	3,631,187	2,223,535
Tangible capital assets	3,865,109	4,012,590
	<u>26,562,585</u>	<u>25,172,608</u>
LIABILITIES		
Current		
Trade and other payables	2,627,347	3,446,905
Deferred contributions	10,538,687	12,754,088
	<u>13,166,034</u>	<u>16,200,993</u>
NET ASSETS		
Invested in tangible capital assets	3,865,109	4,012,590
Restricted	826,329	826,329
Unrestricted	8,705,113	4,132,696
	<u>13,396,551</u>	<u>8,971,615</u>
	<u>26,562,585</u>	<u>25,172,608</u>

The accompanying note is an integral part of the summary consolidated financial statements.

On behalf of the Board,

DocuSigned by:

PASCALE@FNCNCA.FSA

Director

DocuSigned by:

LEONARD@FNCNCA.FSA

Director

Signé par :

27D99CF106F84D2...









50 Bastien Blvd.
Wendake, QC G0A 4V0
418 842-7672
1 855 842-7672
info@cepn-fnec.com
cepn-fnec.com

