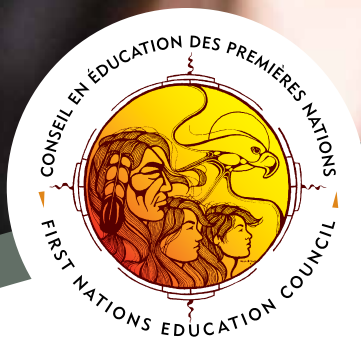




ANNUAL REPORT 2025-2026



FIRST NATIONS EDUCATION COUNCIL

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Notice to the reader:

This document and its French version can be found on the FNEC website at www.cepn-fnec.com, in “Annual Reports” under the “Publications” tab.

This report documents the FNEC’s operations and achievements for the fiscal year beginning April 2025 and ending March 2026.

MESSAGE FROM THE DIRECTOR GENERAL DENIS GROS-LOUIS



Kwe,

I am very proud to present our 2025-2026 annual report.

It was a year of notable achievements that showcased our commitment to our member communities and the increasing maturity of our organization. Our team focused a great deal of effort on our mission to contribute to the full control of education by our member First Nations.

Supporting communities at the heart of our actions

Communities were at the heart of our activities once again this year. We collaborated with education representatives and member communities to support their initiatives for increased autonomy in education. Our diversified service offer and our commitment to our teams on the ground allowed us to address the needs expressed by communities and help implement their educational priorities.

From vision to action: the path to our strategic planning

The FNEC pooled its efforts to propel the 2021-2026 orientations that guided its actions:

1. First Nations education by First Nations People;
2. student success;
3. First Nations languages and cultures;
4. technology infrastructure;
5. lifelong learning;
6. operational excellence.

The progress made in the last five years in each of our strategic orientations demonstrates the strength of our team and its commitment to the communities.

Significant progress for educational success

The Regional Education Agreement continues to have positive impacts on student success. Here are a few measures of success that I am very proud of:

- **5% increase** in the student classroom attendance rate (from 74% in 2023-2024 to 79% in 2024-2025)
- **5% increase** in access to special education services (from 83% in 2023-2024 to 88% in 2024-2025)
- **5% increase** in education positions (in 2024-2025)

These results represent much more than statistics: they reflect a solid commitment to our children, who are now better supported, more engaged in school and better guided in pursuing their educational success.

The House of Knowledge, the university being developed by and for First Peoples

One of the highlights of the year is the progress made in developing the business plan for the House of Knowledge project. This institution will provide a space dedicated to teaching rooted in our philosophies, our pedagogies and our relationship with the Land.

Preserve our organizational memory

This year, our team benefited from the stability of its human resources. This consistency conserves the knowledge and experience accumulated in the organization and helps us to respond more effectively to community needs.

Move forward in respect of our identities, our cultures and our traditions

As we bring this fiscal year and the 2021-2026 strategic plan to a close, we look forward to the future with confidence. We are pursuing our efforts to support communities in their educational priorities, contribute to the full control of their education, and defend our member communities' interests.



I hope you enjoy the report!

Denis Gros-Louis

Director General

FNEC



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 First 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

- Autonomy
- Collaboration
- Culture
- Perseverance
- Respect
- Rigour
- Transparency

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 education 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

Lifelong Learning

Support lifelong 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

83

EMPLOYEES



74 permanent employees

9 contractual employees

22

COMMUNITIES

8

NATIONS

6,200

STUDENTS



25

SCHOOLS

13

ELEMENTARY SCHOOLS

5

COMBINED
ELEMENTARY AND SECONDARY
SCHOOLS

7

SECONDARY SCHOOLS



52%

FRENCH SCHOOLS

48%

ENGLISH SCHOOLS





GENERAL MANAGEMENT



POLITICAL ACTIVITIES 2025-2026

Over the last year, the FNEC has deployed a sustained strategy to defend First Nations educational rights, consolidate the structural gains of the Regional Education Agreement (REA) and actively influence political decisions on the provincial and federal levels.

These interventions are part of a coherent logic: to ensure full control of education by First Nations, while positioning the FNEC as a key point of contact with governments.

Judicial Review

In 2022, the FNEC, jointly with the Assembly of First Nations Quebec-Labrador (AFNQL), filed a 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 in 2026-2027: continuous updates to elected representatives of member communities, correspondence to the Secretary General of Québec, and strategic collaboration with an organization that has initiated a similar review to argue in favour of the invalidity of the challenged provisions in our file.

Report on the United Nations Declaration on the Rights of Indigenous Peoples

The FNEC participated in government-led consultations to develop the next annual report on the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The FNEC emphasized the need to strengthen the measures concerning education in the 2023-2028 Action Plan, which continues to fall short in this respect. The FNEC has raised several significant shortcomings, including the lack of measures concerning lifelong learning, the lack of clarity as to federal responsibilities, and the existence of program eligibility criteria that violate the rights recognized by the UNDRIP. We have insisted on the importance of a systematic consultation of all First Nations authorities in any decision-making process involving education.

Finally, the FNEC recommended to the government that it adapt its approach to indicators by focusing on effect- and impact-driven measures developed in collaboration with First Nations, to provide a more accurate picture of the real progress accomplished in key sectors like education.

ISC Evaluation of the Elementary and Secondary Education Program

In 2025, Indigenous Services Canada (ISC) launched a consultation process with the First Nations as part of the evaluation of the Elementary and Secondary Education Program. The FNEC participated in this consultation by drawing on its expertise and the conclusive results of the REA, the \$1.1B historic agreement concluded in 2022, which achieved tangible results in the first three years. The FNEC used this experience to advise the government on community priorities and essential areas for improvement in the Program. The FNEC took this opportunity to highlight that the success of the REA is a solid reference that the government should use as inspiration to facilitate the conclusion of other regional education agreements.

Regional Education Agreement (REA)

Under the REA, the parties must meet 18 months before its expiry at the latest to discuss whether the agreement should be extended, renewed or terminated. To this end, a REA executive committee meeting was held at the beginning of 2026 between the FNEC and ISC, marking the official launch of the work on the REA renewal.

Ahead of this process, in the fall, the Director General met with certain communities to gather their support for the work on REA 2.0. These discussions also allowed him to observe the significant progress made in community education systems since the REA was implemented.

The FNEC, along with Institut Tshakapesh and ITUM, initiated a common approach that aims to ensure equitable funding for all First Nations students in Quebec. Several actions have been taken under this concerted approach: periodic general directors' meetings, meetings between the three organizations' Chiefs and ISC Minister Mandy Gull-Masty, correspondence to federal senior civil servants to support the signing of the three education agreements and reiterate their strategic importance.

Bill 9 – *An Act respecting the reinforcement of laicity in Québec*

In conjunction with its mandate to defend member communities' interests, the FNEC actively intervenes with government authorities as soon as a political or administrative decision may affect the First Nations. During consultations on Bill 94 – *An Act to, in particular, reinforce laicity in the educational network and to amend various legislative provisions* – the FNEC contended that the notion of “similar practices” to “religious practices” should not apply to Indigenous practices in schools. It also emphasized that the wording of the bill could lead to confusion and restrict First Nations rights. This intervention proved effective: even though the recommendation was not adopted in Bill 94, it was subsequently integrated into Bill 9, *An Act respecting the reinforcement of laicity in Québec*. Bill 9 specifies that its provisions do not apply to First Nations cultural practices in elementary and secondary schools, general and vocational colleges, and universities. This evolution highlights the tangible impact of FNEC interventions.

Relaunch of the Round Table on the Educational Success of First Nations and Inuit Students

Following the unilateral suspension of the work by the Round Table on Educational Success, the FNEC exercised its institutional leadership to relaunch this essential work, despite the government's absence. The teams worked hard to organize a relaunch of the Table on August 12, 2025. This relaunch was an opportunity for the Table members to meet once again to implement solutions to remove the systemic barriers to the educational success of First Nations and Inuit students.

The Table relaunch, led by the FNEC, continued on February 6, 2026, at the DoubleTree by Hilton Hotel, during a new meeting that was also a huge success. Even though the government did not attend, the presence of the three opposition parties and their commitment to closely follow the Table's work is a positive sign for relations with the next government. The Table members identified five measures, which will be worked on and published by the Table committees. It was also agreed to re-establish the Table's chairmanship and working committees to continue the Table's work in the government's absence.



Bill 84 – An Act respecting integration into the Québec nation

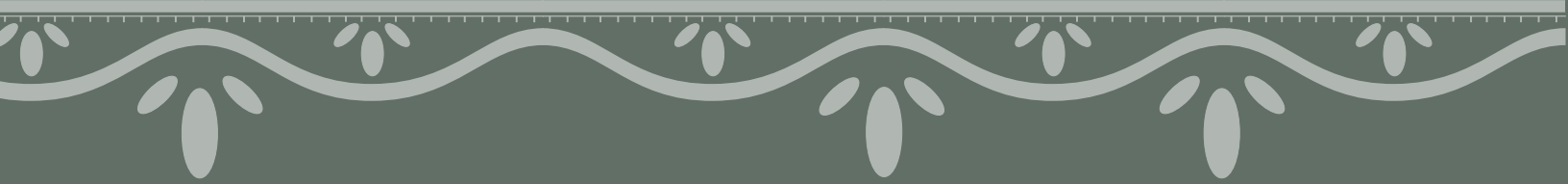
The FNEC collaborated with the Assembly of First Nations Quebec-Labrador (AFNQL) on bill 84 on national integration. The analysis and preparation work enabled the Regional Chief, Francis Verreault-Paul, to efficiently convey First Nations educational issues to the Minister Jean-François Roberge. Even though the proposed amendments were not retained, a verbal agreement was obtained to exclude First Nations from the field of application of this bill.

Political Meetings

Over the last year, the FNEC has deployed a sustained intervention strategy with provincial and federal legislators to promote First Nations educational priorities and influence far-reaching political decisions.

An April 2025 a meeting with Pascal Paradis, Parti Québécois MNA, led to the alignment of member communities' educational priorities with a third opposition group. This approach continued in May 2025 with a meeting with Minister Ian Lafrenière, aiming to relaunch a constructive dialogue with the government of Quebec.

On the federal front, constructive exchanges were initiated in June 2025 with Minister Mandy Gull-Masty during the Assembly of First Nations Quebec-Labrador, to prepare for the renewal of the Regional Education Agreement. This momentum continued in July 2025 in Mani-Utenam, where the FNEC, ITUM and Institut Tshakapesh presented a concerted approach which aimed to ensure equitable funding for all First Nations students. The possibility of an amicable settlement in the judicial review file was also brought up during the meeting with Minister Lafrenière.



At the same time, the FNEC contributed to the public space in June 2025 by publishing an open letter in Radio-Canada platforms on the impacts of the Speech from the Throne on education in communities.

The efforts intensified in the fall of 2025. A tour of the communities in September led to the mobilization of local players around the REA renewal, while school infrastructure needs were highlighted during a meeting with representatives of Minister Steven Guilbeault. An October 2025 meeting with Parliamentary Secretary Madeleine Chenette highlighted FNEC education and language revitalization initiatives. On October 21, 2025, a meeting with Minister Gull-Masty's Cabinet Chief marked a key step in the official start of the REA renewal administrative process with Indigenous Services Canada.

In November 2025, the FNEC consolidated its relationships with the opposition parties. Discussions were held with MNAs Pascal Paradis and André Morin on the conclusions of the Auditor General of Quebec's report, and on the relaunch of the Round Table on Educational Success. At the same time, the FNEC collaborated with MNA Manon Massé to support a parliamentary intervention on these issues.

In December 2025, perspectives for a REA renewal were discussed during a meeting with MP Sébastien Lemire, while a meeting in Ottawa with Minister Gull-Masty and FNEC partners contributed to moving the work forward with the federal administrative teams.

Finally, in March 2026, the FNEC met with several federal high-ranking civil servants to prepare the filing of the REA renewal proposal and ensure a strategic follow-up on different decision-making levels. These discussions consolidated the FNEC's position as a key stakeholder and helped to secure support for the next steps.



TRUTH AND RECONCILIATION COMMITTEE

The committee members sit on three subcommittees, which primarily focus on the following three subjects:

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

Competency 15

Over the past year, the members of the Truth and Reconciliation Committee have worked on developing the Competency 15 guide.

The guide targets the following four objectives:

- Provide a global and holistic vision of Competency 15
- Promote knowledge sharing and accessibility
- Propose non-prescriptive exploratory ideas
- Allow students to learn at their pace and in the order that suits them

The guide is intended for the following people:

- Bachelor of Education students (preschool, elementary, secondary)
- Educational leaders
- Education sector partners



Voices from the Land Website

During the past year, the *Voices from the Land* website has become a key provincial reference tool supporting educators in integrating First Nations and Inuit (FNI) perspectives into classroom practice. As of March 2026, the platform has welcomed 35,510 visitors, demonstrating strong engagement and growing recognition.

Several important enhancements were developed this year:

- The introduction of a rotating banner, launched in April 2026, which highlights featured resources and new content, ensuring the site remains dynamic and up to date.
- The advancement of Phase 2 pedagogical materials, designed around video-based learning led by Knowledge Keepers. A minimum of 11 videos will represent all First Nations and the Inuit of Quebec, anchoring curriculum content in authentic voices and lived knowledge.
- The creation of the Knowledge Keepers Showcase, a planning and engagement tool that supports educators before, during, and after classroom or virtual visits, promotes meaningful and respectful learning experiences.
- The conceptual development of an Interactive Educational Calendar, inspired by Indigenous pedagogies and cyclical understandings of time. This tool will integrate commemorative dates, seasonal cycles, lunar phases, and cultural events, offering educators a holistic, modular resource aligned with Indigenous worldviews.

Together, these developments significantly strengthen the pedagogical value, accessibility, and cultural integrity of *Voices from the Land*.

Key Gatherings, Presentations, and Outreach

Targeted outreach significantly contributed to the platform's visibility and adoption across Quebec's education community. The most relevant gatherings and presentations include:

- In October 2025 – Virtual presentation of *Voices from the Land* at the Ka mamuitunanut ut tshishkutamatun Education Colloquium (12 participants)
- In November 2025 – Presentation at the Mouvement ACTES–CSQ conference at Hôtel-Musée Premières Nations, Wendake (approximately 40 participants)
- In December 2025 – Presentation to 60 school directors during the FNEC Directors of Education Gathering, including an overview of Phase 2 developments
- In February 2026 – MEQ provincial meeting with approximately 52 First Nations and Inuit respondents and liaison officers, featuring a presentation and discussion on *Voices from the Land*

Social media outreach further amplified impact, including promotional posts marking the site's six-month anniversary (over 2,000 video views), National Indigenous Peoples Day, National Truth and Reconciliation Day, and conference participation.

Ministère de l'Éducation du Québec Program Revisions and Strategic Collaboration

In parallel, substantial work was carried out in collaboration with the ministère de l'Éducation du Québec (MEQ):

- The French, Language of Instruction program revision was completed, with recommendations submitted in December 2025.
- Active collaboration on the Science and Technology curriculum revision began in fall 2025 by supporting the MEQ's province-wide consultation with First Nations and Inuit schools. Planning is also underway to strengthen engagement through the establishment of a First Nations and Inuit working group.
- Ongoing contributions to the MEQ through the following two programs: (1) the Sociocultural Framework and (2) the Ministerial Review, ensuring that First Nations and Inuit realities, perspectives, and lived experiences are reflected and considered throughout both programs.

Overall, the past year reflects significant progress in digital resource development, educator engagement, and systemic collaboration, with *Voices from the Land* emerging as a sustainable, high-impact educational platform grounded in Indigenous knowledge and leadership.



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 REA 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 2025-2026 fiscal year, it was in May 2025 that the member communities received official confirmation of the total funding based on the REA formula. In February 2025 the FNEC provided conditional amounts for approval by Indigenous Services Canada (ISC). In anticipation of the 2026-2027 budgets, in mid-January 2026, the FNEC did everything it could to present an initial estimate of the total projected funding. The calculation details were shared at the beginning of February during the third Regional Education Agreement Annual Gathering, in Sainte-Adèle.

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.

In the fourth year of the REA, the level of commitment by the member communities to produce the nominal rolls has reached a new peak. These rolls account for most of the funding formula. The three days of training on the nominal roll offered by the FNEC have significantly improved its input. In mid-November 2025, 95% of rolls were completed, compared with 42% 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.

Regional Education Agreement Renewal

Since the REA is in year four out of a total of five, the FNEC and its members were actively engaged throughout the year to prepare its renewal. In June 2025, the Virtual Tests Committee 2.0 met in Quebec City with the Data Governance Services team to validate the five new features to be integrated in the REA renewal, including cybersecurity and an advanced schedule to announce the funding. These improvements were subsequently validated by the Chiefs Committee in August 2025, followed by the SGA in October 2025. The third edition of the REA Annual Gathering was an opportunity to share the progress of the work with the community directors (education, finance and general), as well as hold consultations on other elements, including the duration of the next REA. Finally, the month of March was marked by the first meetings of the FNEC-ISC joint working committee for REA renewal.





Performance Indicators

Developed in consultation with member communities, the nine performance indicators BY and FOR First Nations are now part of the REA accountability mechanism. These indicators replace the elementary and secondary education progress report required by the Canadian government. The second aggregate report on performance indicators BY and FOR First Nations, submitted for the 2024-2025 school year, demonstrates that, in member communities:

- the number of positions in education grew 5% in 2024-2025;
- 70% of education jobs were held by First Nations members in 2024-2025;
- 64% of teachers are qualified, i.e., they have their teaching certificate, or they are recognized locally in teaching;
- the student classroom attendance rate jumped from 74% in 2023-2024 to 79% in 2024-2025;
- the rate of Special Education services received or in progress increased from 83% in 2023-2024 to 88% in 2024-2025.

The performance indicators BY and FOR First Nations help to achieve the goal of measuring the REA'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.

Regional Education Agreement Annual Gathering

Over 40 participants from our member communities—general, finance and education directors—met last February to discuss the REA, its updates, its renewal and the education information system (EIS CANO). We also had discussions on themes such as demographic projections and school infrastructure. With the REA renewal fast approaching, this meeting allowed communities to take stock of the progress made and the challenges to meet.



EIS CANO Education Information System

The development of CANO 2.0 continues, with the priority placed on the special education module. A group of volunteers will be created in 2026-2027 to test the module. Nevertheless, the current EIS CANO continues to benefit from the development of a few new features, the primary one being an automatic notification to parents by email when there is an absence.

The security of CANO data remains a priority. To this end, constant improvements are made to the system. Intrusion tests are also conducted annually. The firm ControlCase has been mandated to perform the intrusion tests. These tests only detected two low-risk vulnerabilities, which have been addressed.

CANO in Numbers

Sessions: 223,000

Requests for support: 948

Users: 1511

Parents that used the Parents Page: 217 (1,350 sessions opened)

CANO annual training:

- Administrator training: 32 participants
- Nominal roll training: 53 participants

Groupe de travail régional en gouvernance de l'information

During the past year, the FNEC contributed to regional discussions and collaborative work led by the Table ronde régionale en gouvernance de l'information through the active participation of the Director of Data Governance Services. This involvement took place within the regional table's mandate to support the establishment of a Regional Information Governance Centre (RIGC).

The FNEC's participation focused on ensuring that the proposed space strengthens First Nations information governance, management, and data protection—particularly in the area of education—while remaining aligned with the realities, priorities, and self-determination of First Nations member communities.

Through sustained involvement, the FNEC has committed to being an ongoing partner throughout all three phases of the project, from foundational planning and collaborative design to progressive implementation and full operationalization. Collaborative work is currently underway in phase 1. For more information, please visit https://sgipnql.com_



FINANCE SERVICES, OPERATIONS AND INFRASTRUCTURE



Infrastructure Consultation Services

During the year, our team visited communities almost 30 times to offer support in educational infrastructure projects, totalling more than 400 hours on the road. Whether it be to follow up on projects, participate in planning meetings or prepare feasibility studies and calls for tenders, our team is ready to support communities in the advancement of their projects.

Education Infrastructure Capital Funding Project

One of the highlights of 2025-2026 was the progress made in the project to transfer responsibility for educational infrastructure. Following the needs analysis conducted in 2024-2025, which shed light on more than 120 potential projects in the 22 member communities, the FNEC continued to develop the project by analyzing different funding and governance models.

This work laid the groundwork for a proposed group planning approach, ratified in October 2025 by a resolution of the Chiefs mandating the FNEC Secretariat to set up a committee whose primary objective will be to establish an infrastructure project planning framework and establish the rules and mechanisms required to ensure efficient management of this infrastructure. The Education Infrastructure Planning Committee (EIPC), composed of 22 school infrastructure delegates, one for each member community, will meet for the first time in June 2026.

The FNEC also obtained funding in 2025-2026 under Indigenous Services Canada's Infrastructure partnerships and transfers program to continue the project's progress. This funding was used to develop a school infrastructure assets management plan, a strategic tool that will be used to anticipate the funds required for the operation, maintenance and upkeep of existing infrastructure, while supporting the planning of new constructions, renovations and expansions. The school infrastructure assets management plan will play a key role in ensuring that, over the long term, quality buildings are adapted to the realities of each community and conducive to student success and well-being.



EDUCATIONAL SERVICES



TOGETHER FOR FIRST NATIONS STUDENTS SUCCESS

The FNEC reaffirms its commitment to offering high quality second-level services to all its member communities. The educational services team makes every effort to maintain elevated levels of instruction for **ALL** students. With recognized expertise in the effective schools model, our team provides targeted support based on each community's realities and aspirations.

It always aims to provide excellent services to FNEC member communities.

OVERVIEW 2025-2026

We are very proud to present to you the activities we carried out in 2025-2026, which reflect our commitment to offering a quality, stimulating educational environment for First Nations students.



Rate of Satisfaction with Training, Support and Gatherings

Once again, the team excelled in meeting the objectives that it set. The satisfaction rate of participants in our training workshops, in support contexts or during gatherings, is our spark plug, which pushes us to excel for the benefit of all learners.

Results of the satisfaction survey

Event

100%

- Education Symposium - Manawan
- Substitute teaching
- Literacy Camps
- School Administration Gathering (July and December)
- Parents' gathering
- WOTP Gathering
- TRDA (4th and 6th)
- TRDA (3rd and 5th)
- Foundations in Teaching in a First Nations Context
- Marking Centre
- Special Education Gathering

96%

- Preschool Education Gathering

95%

- School Administration Gathering

94%

- Correction collective

92%

- Professional learning community (PLC)
- English Language Arts (ELA)

Educational Services Offered to Communities

We offered communities a wide range of services once again this year to best meet all their needs. Our interventions often overlap in several fields at the same time.

Most requests received were for support with:

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





FNEC Inter-school Games

The 17th edition of the FNEC Inter-school Games was held from May 22 to 25, 2025, at Université Laval. The event brought together a total of 1234 participants, including 976 athletes and 258 coaches and support staff.

The athletes, 517 girls and 459 boys, were divided into the following age groups:

- Ages 12 and under: 430
- Ages 13 to 15: 380
- Ages 16 and over: 166

A total of 25 communities were represented, 19 FNEC member communities and 6 non-member communities. From a language standpoint, 15 French and 10 English communities were represented.

The 2025 edition stands out through its consistently strong participation, demonstrating the event's growth and stability. Programming adjustments in track and field, with a return to a regulatory track, and the addition of new events have improved participants' overall experience.

The Games continue to play a key role in promoting healthy lifestyles, a sense of belonging and student persistence among First Nations youth.

Little Feathers Program

The Little Feathers initiative was deployed again this year to support children who are taking their first steps in 4-year-old kindergarten. A total of 748 school kits were given to FNEC member elementary schools, as well as to communities that do not have a school.

Designed to support families, the Little Feathers kit contains everything children need to promote a successful transition to school: basic school supplies (glue, scissors, pencils, play dough, etc.), learning materials, letters and numbers and a culturally relevant children's book. What makes the kit truly original is that it is rooted in First Nations culture, in terms of its name and the material it contains.

As with each year, most schools organized an orientation day for parents to discover the content of the kit and use it properly at home. It is an initiative that helps to forge links between school, family and culture as soon as the child embarks on their educational path.



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) de Wendake. The program complements the training available in communities and provincial adult education centres. It improves access to studies through a flexible formula adapted to the realities of First Nations adults. The FNEC contributes to removing obstacles to training by providing computer equipment loans and technical support. The CDFM Wendake offers a sustained pedagogical framework that promotes learner engagement and retention, thanks to teachers, tutors and personalized support.

In 2025-2026, Yahndawa' reaffirmed its key role as a driver of access to training. The program proved its scope and relevance by supporting 50 active students from 19 communities. A springboard toward further studies, Yahndawa' supplements existing resources in communities or provincial schools. The program allows learners to regain confidence in their abilities, consolidate their learning and prepare to start professional training or obtain a high school diploma.





Preschool Education Gathering

The Preschool Education Gathering was held at the Hôtel Gouverneur Trois-Rivières on October 21 and 22, 2025. A total of 28 teachers attended, from 13 FNEC member schools.

Several themes were discussed during the two days, including:

- New version of the preschool education cycle program
- Land-based learning
- Early literacy
- Classroom Organization Guide
- Sexuality Education Program (consultation)

2026 Education Symposium

The 5th edition of the FNEC Education Symposium was held on February 19 and 20, 2026, at Awacak School, in Manawan, attracting approximately one hundred participants from FNEC member communities. A total of 17 workshops were offered by 27 presenters. They gave teachers, professionals, teacher assistants and educational stakeholders the opportunity to discover and discuss inspiring teaching and educational intervention practices.

The symposium was a valuable opportunity to deepen their knowledge of diverse Indigenous education projects, as well as cultural initiatives put forward by FNEC member communities. Over one hundred education enthusiasts from communities took part in the event, which will have undoubtedly contributed to supporting student educational success.

The opening conference, “All Children Have Superpowers,” was facilitated by David-Lee Lalonde, psychoeducator. Two members of the committee strongly engaged in education, Ms. Mariette Niquay Ottawa and Mr. Daniel Niquay, generously shared their personal and professional journey, enhancing the discussion on their experience and their perspective.



Nonviolent Crisis Intervention

Once again, this year, the special education team was very busy providing Crisis Prevention Institute (CPI) de-escalation training. The purpose of this training is to better equip school staff to prevent crisis situations by teaching them how to recognize the warning signs of risky behaviours and intervene in a safe and respectful manner, adapted to students in distress. This initiative helps participants to strengthen their intervention skills in schools and promotes the development of a safe and caring learning environment for all students. The CPI training was offered in the Listuguj, Timiskaming, Lac Simon, Gesgapegiag, Manawan and Wemotaci communities.

Foundations in Teaching in a First Nations Context

In 2025-2026, the FNEC gave its Foundations in Teaching in a First Nations Context training for a third consecutive year. Some 50 teachers began the process in September 2025, and this cohort will complete the training in June 2026. This initiative aims to support teachers who do not have a teaching certificate and are working in member communities by offering them tools to enhance their professional practice, diversify their teaching approaches and consolidate their skills.

The 135-hour training program is divided between in-person activities, synchronous and asynchronous online sessions, and periods devoted to independent learning and reflections on the teaching practice.

The second cohort, made up of 17 participants from seven FNEC member communities, finished its training in June 2025. A certification ceremony was held in their honour at the July 2025 directors meeting in Laval.

Substitute Teacher Training in a First Nations Context

After a few years of absence, the FNEC developed a new version of Substitute Teacher Training in a First Nations Context. The synchronous online training took place from November to February on Teams. The ten-week-long training was made up of weekly one and a half hour sessions and targeted people who wanted to substitute teach and those who were already teaching. There were 16 registrations in the French cohort and 17 in the English cohort.

The training discussed substitute teachers' responsibilities in a First Nations education context, focusing on behaviour management, instructional planning, basic teaching techniques, communication, professional ethics and using digital resources. Divided into ten modules, the program targets the development of solid competencies applicable in class.

Table régionale de développement atikamekw (TRDA)

From June 2 to 6, 2025, at the OTL Gouverneur de Chicoutimi, 35 people from three Atikamekw communities took part in the annual correction collective session. This activity brings together teachers to correct French and math exams and fosters exchanges between teachers from Awacak, Niska and Seskitin schools to ensure a common understanding of the assessment criteria. A collaboration between the schools and the FNEC, the assessments are culturally relevant, discuss themes meaningful to students and promote the works of First Nations authors.

In November, the TRDA met in Quebec City for a two-day session on learning, reflection and sharing. The attendees took part in pedagogical differentiation training, while benefiting from opportunities to discuss as peers. The meeting helped to consolidate professional practices and develop possible solutions adapted to the realities of Atikamekw schools.





Table régionale de développement anishnabe

The FNEC has begun setting up the newly created Table régionale de développement anishnabe. To this end, two exploratory meetings were held in May and June to gather the participating schools' needs in the communities of Kitcisakik, Lac Simon and Pikogan. This initiative reflects a desire to take inspiration from the Table régionale de développement atikamekw, while considering the realities specific to Anishinabe communities.

The initial discussions immediately revealed priority needs for the 1st cycle, particularly in reading, writing and math. For the Table's first year of existence, a choice was made to target reading in 2nd year classes. To support this orientation, the FNEC has developed formative evaluations that are better aligned with the realities lived in Anishinabe communities. Follow up and validation meetings were held throughout the school year with school teams to adjust the tools and approaches. The students will complete a summative assessment for the first time towards the end of the current school year to gather evidence to use to adjust the intervention and planning strategies for the second year.

Professional Learning Community – English Language Arts (ELA)

On May 28 and 29, 2025, the Marking Centre took place at the Saint-Martin Hotel in Laval. Twenty teachers corrected the English tests (ELA) for all grade 4, 6, and 8 students from FNEC English-language schools. This activity brings together teachers to correct exams and fosters exchanges between English teachers from FNEC member schools to ensure a common understanding of the assessment criteria.

At the beginning of November, teachers from the same community met at the Plaza Hotel in Quebec City for a PLC-ELA professional development meeting. Over two days, this meeting strengthened collaborative practices and explored strategies aiming to support student success in reading, writing and math. The attendees took part in practical workshops on pedagogical differentiation and narrative reading, development of practical tools to orient communities' professional learning priorities, and targeted discussions by grade level. These activities promoted the sharing of expertise, harmonization of practices and strengthening of professional learning communities.

Teacher Assistant Training in a First Nations Context

In 2025-2026, the FNEC offered Teacher Assistant Training in a First Nations Context for a second year, making several adjustments to better fulfil the needs and realities of the staff in the field. This 25-hour training began with two days of in-person training at Kiuna Institution, in Odanak. The in-person session was attended by 35 people from seven member communities.

The purpose of this training is to equip assistant -teachers—who work with teachers, but do not have special education training—with the basic skills they need to support students with special needs. It provides them with basic skills in academic guidance.

The categories discussed included classroom collaboration, planning and facilitating teaching and learning activities, assessment, classroom management, taking into account student heterogeneity, use of digital resources, and ethical dimensions. Special attention was also paid to valuing and promoting First Nations knowledge, worldviews, culture and history. Following the two days of in-person sessions at Kiuna, the rest of the training took place online and was spread out from September to December.

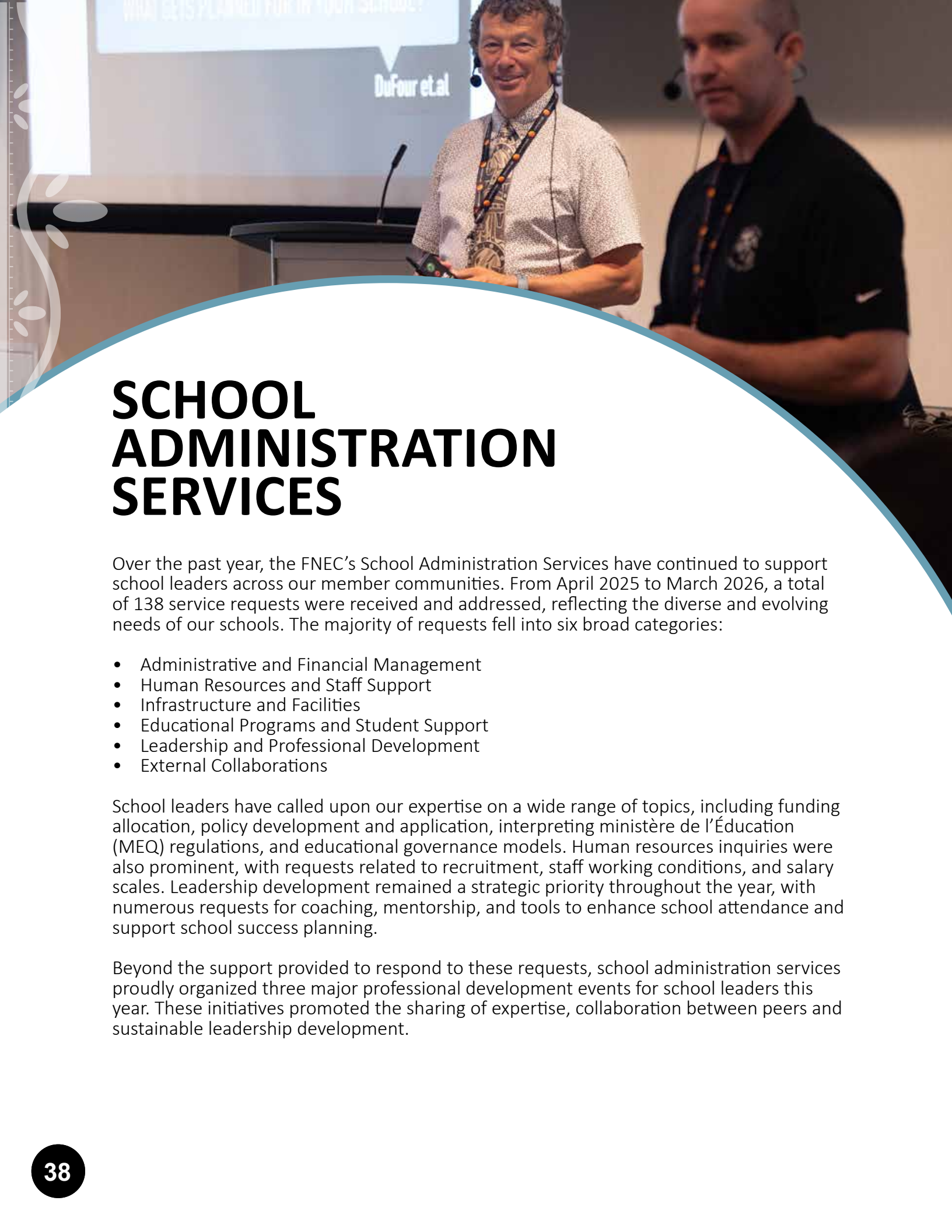
Special Education Gathering

On November 18 and 19, 2025, 44 participants from 15 FNEC member communities gathered at the DoubleTree Quebec for the Special Education Gathering. The primary goal of the gathering was to better understand the support process and work better by placing the student at the heart of it.

Each step was thoroughly reviewed on the first day, while situation scenarios were presented on the second day to put things into concrete terms.

Monthly Special Education Coordination Meetings

Once again, this year, the FNEC held virtual meetings each month with the special education coordinators. These exchanges aim to strengthen the network, promote collaboration and encourage the sharing of useful information in special education, and communicate best practices. These discussions also led the FNEC advisors to develop links with the communities, resulting in other more individualized collaborations.

A photograph of two men standing at a conference. The man on the left is wearing a light-colored short-sleeved shirt and a patterned tie, smiling at the camera. The man on the right is wearing a dark polo shirt and looking towards the left. In the background, a presentation screen displays the text 'WHAT GETS PLANNED FOR IN YOUR SCHOOL?' and 'DuFour et al'.

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 2025 to March 2026, a total of 138 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 have called upon our expertise on a wide range of topics, including funding allocation, policy development and application, interpreting ministère de l'Éducation (MEQ) regulations, and educational governance models. Human resources inquiries were also prominent, with requests related to recruitment, staff working conditions, and salary scales. Leadership development remained a strategic priority throughout the year, with numerous requests for coaching, mentorship, and tools to enhance school attendance and support school success planning.

Beyond the support provided to respond to these requests, school administration services proudly organized three major professional development events for school leaders this year. These initiatives promoted the sharing of expertise, collaboration between peers and sustainable leadership development.

1. The July 2025 School Leaders Retreat, under the theme “Pedagogical Leadership on the Front Lines,” shed light on the essential role of school leaders in educational success, through their close collaboration with their school teams and their active presence in learning environments. The event was marked by an inspiring conference by Tom Hierck, educator, author and long-time FNEC collaborator, who shared a humanistic and inspiring vision of school leadership.
2. In December 2025, the second School Leaders Retreat was held under the theme “Guiding Guaranteed and Viable First Nations Curriculum for Culturally Responsive Schools.” The retreat provided a space for exchanges, where education directors, school principals and vice-principals reflected on practical strategies to ensure that each student receives a rich, culturally rooted and academically sound learning pathway. The guest speaker, François Massé shared inspiring ideas to build collaborative teams, clarify objectives, assess student performance and harmonize school practices.
3. The FNEC supported the participation of teachers and school administrative staff in the Leadership Committee for English Education in Quebec (LCEEQ) 2026 Annual Conference, themed “You Matter - Every Action Speaks.” The event explored ways to cultivate how a feeling of mattering can transform learning, well-being and equity in all educational environments.

Together, these achievements reflect FNEC’s ongoing commitment to empowering school leaders and strengthening educational leadership across its member communities.

FNEC REGIONAL PROGRAMS

The FNEC’s Regional Program 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 languages, cultures and values.

FNEC Innovation in Education Program - funded by Indigenous Services Canada and administered by the FNEC

The FNEC Innovation in Education Program continues to support transformative educational projects across member communities that have a school. With \$487,000 of funding allocated to the communities, this program enables schools to explore new technologies, explore proven academic strategies, and culturally rooted approaches that enhance student learning and well-being.

FNEC Youth Programs - First Nations and Inuit Youth Employment Strategy (FNIYES) administered by the FNEC and funded by Indigenous Services Canada

The First Nations and Inuit Youth Employment Strategy (FNIYES) supports the allocation 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 up to \$30,000 per community to support Indigenous pedagogical approaches rooted on the Land. Schools and communities have used this funding to support the development of rich learning opportunities based on experience and culture.

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





Parental Engagement

“I’m involved” parental gathering

A number of parents from our member communities gathered at the Mont Gabriel Hotel on September 23, 24, and 25, to discuss a common objective: build a quality education, rooted in our languages, our cultures and our values. Several essential themes were discussed during these three days: Land-based learning, special education, support in a multilingual context, screen use, literacy and numeracy. This gathering was also highlighted by sharing circles and inspiring testimonials.

Promotion of Well-being

Development of the Sexuality Education and Diversity Program for the Secondary Level

Development of his program continued in a culturally secure perspective adapted to the realities of First Nations adolescents. The content was developed in collaboration with MEQ orientations by integrating a trauma-informed, affective neuroscience and cultural knowledge approach. Special attention was paid to strengthening protection factors, including self-esteem, healthy relationships, the feeling of belonging and development of socioemotional competencies, while supporting the school staff in their appropriation of content.

“Questions de sexe – Réponses aux ados” Podcast

The podcast was developed as a direct response to questions asked by adolescents in the previous year, rooting the content in their real concerns and the needs they expressed. Aligned with a trauma-informed and culturally secure approach, this tool covers topics such as relationships, identity and communications in an accessible, engaging and respectful format. It contributes to normalizing questions, supporting the development of socioemotional competencies and reinforcing protection factors, while offering an indirect, but secure space, to continue to the reflections raised in the school setting.

School Staff Training Capsules

A series of video capsules was developed to support education staff in appropriating the sexuality and diversity education program in a culturally secure and trauma-informed approach. Offered asynchronously, the capsules discuss the basics of sexuality education, professional mindset, prevention of sexual assault and emotional regulation in a teaching context. They also contain testimonials about the program and a real-life simulation with a concerned parent. These tools aim to reinforce the feeling of personal competency and support for the creation of a secure class climate.

Virtual Intercommunity Sharing Circle on “Healthy Relationships and Identity”

As part of the sexuality education and diversity program for First Nations, the FNEC, in collaboration with Indigiqueer, invited adolescents and adults to participate in the circle. The circle was a moment of exchange, openness and sharing in a respectful and caring framework.

School Guidance

Our guidance counsellor was kept busy supporting students in their career choices. The learners that she met with during these meetings greatly appreciated her involvement in community career days.

Work-Oriented Training Path (WOTP) Gathering

The first WOTP gathering was held in Quebec City on November 18 and 19. Support was provided to the participants to identify significant learning situations, map the competencies used by semi-skilled trades, cocreate concrete and adaptable educational worksheets, develop observation grids and make the necessary links with the report card.

This first gathering was a great success for learners!

During the year, teachers received support in accordance with MEQ requirements, which allowed them to better respond to their students' needs.

ALTO Project

The FNEC has adopted the mandate of actively monitoring promising upcoming jobs for youth. The ALTO project is among the initiatives introduced as part of this mandate. Exploratory meetings have been held. We are keeping an eye on the project's progress.



LANGUAGES AND CULTURES

Land-based Teaching Training

The eight-day training session on Land-based Teaching was officially launched. This training covers several categories, including security, community involvement, evaluation and proven teaching strategies. Using the Land as a place for teaching First Nations languages was also discussed.

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

- Training on the Total Physical Response approach
- Creation of pedagogical material
- Training on verbal teaching
- Creation, revision and integration of culturally significant elements in different school programs
- Training and support for plurilingual approaches in education
- Support for the drafting of programs and curriculum in ancestral languages

Literacy Camps

The 13th edition of the Literacy Camps coordination training was held at the magnificent Manoir du Lac Delage! The literacy camp is training for community summer camp coordination teams. This training presents practical strategies and tools to plan and facilitate a youth summer camp, whether traditional, literacy-focused, or other types. This edition of the training included:

- 31 participants;
- 12 communities represented.

This year also marks a new collaboration with the New Pathways Foundation for a facilitation component and the participation of Kiuna.



The university project by and for First Peoples continued to move forward during the year. The House of Knowledge team worked relentlessly to develop several aspects that will contribute to the business plan. It increased the number of meetings it had with different decision-making bodies.

- The program development committee's work came to an end in the last year after a total of nine meetings. The discussions provided the project team with innovative proposals in terms of academic content and Indigenous epistemologies to deploy in the House of Knowledge.
- After seven meetings, the building committee also completed its work in the same period. Through this work, the team developed a proposal for a registrar and a governance structure for the business plan.
- The university experts committee has met three times in the last year. The discussions that took place stimulated the team's reflections and proposals to keep our project compatible with the existing university network.

The Partners Circle also held seven meetings with members from 12 First Peoples communities. Its Facebook group attracted members from a total of 28 First Peoples communities. The project team held its first Elders meeting at the beginning of 2026, assembling Elders and First Nations educational experts to envision the path forward for our new university together. Through these initiatives, we have ensured that the project reflects the ambitions of First Peoples from all backgrounds.

In the last year, it has been established that upon its implementation, our university will focus on the fields of education, humanities, social sciences, as well as arts, languages and literature. The House of Knowledge will offer three types of paths: a personalized access bridge, specialized paths in programs offered in conjunction with university partners and simplified inter-university mobility. Our work also initiated discussions that will lead to the development of a study management solution provided by the House of Knowledge registrar.

The project team is currently drafting the final business plan. To this end, work began last fall to quantify all the proposals that we have developed. We are planning to submit the document for January 2027.



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 infrastructure in the service of education.

Fibre Optics and Broadband Services – Public Sector

FNEC connectivity services provide essential broadband services that are manageable, secure, and cost-effective, and capable of meeting the needs of schools and all public sectors. Fibre optic connectivity deployment began in 2007, which now sees FNEC approaching 400 end point connections across member communities. As the primary network operator for public sector networks, the FNEC submits proposals to support the connectivity development and network operational needs on behalf of our members.

To ensure that schools have adequate bandwidth for Internet access, all member communities with schools have a 1Gbps or 2Gbps Internet service, depending on the student population and overall demand.

- Pre-engineering: Barrier Lake, Kahnawà:ke, Kitigan Zibi, Lac Simon, Pekuakamiulnuatsh First Nation, Wemotaci, and Wendake
- Fibre deployment expansion for a total of 18 buildings across the following communities: Kitigan Zibi, Lac Simon, Listuguj, Pekuakamiulnuatsh First Nation, Wemotaci, and Wendake
- Fibre maintenance, equipment upgrades and registration:
 - A total of six fibre repairs in three communities
 - The FNEC maintains “non-dominant carrier status” with the CRTC for all fibre-optic network infrastructure, simplifying network management operations.
 - Maintain a regional support agreement for fibre-optic maintenance and support.
 - Both the First Nations Infrastructure Fund (FNIF) and Infostructure program (E-Health) continue to support these costs and have provided a budget of \$1,050,000 and \$402,000 respectively for 2025-2026. This brings the cumulative total from 2007 to \$13.7M.

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

- Manage 14 broadband contracts for communities, with a dedicated bandwidth of 1Gbps or 2Gbps.
- 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 connectivity fees is relatively consistent to 2024-2025 fees, at approximately \$511,000 for member communities. It is important to note that the revised fees for high-cost service areas are factored into this total cost and are covered by the support of two programs, the Regional Education Agreement and Infostructure program (E-Health).



Technical Support for Schools and Communities

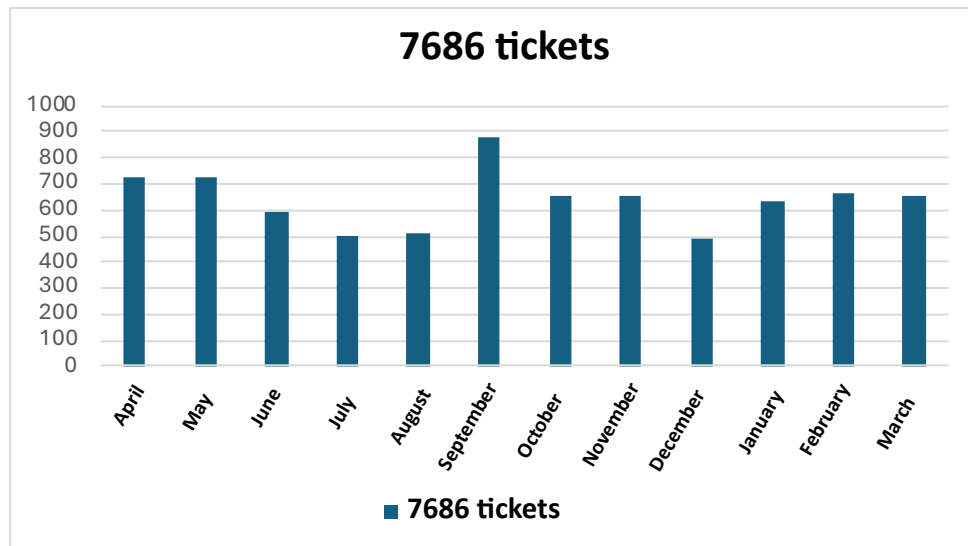
New this year, a helpdesk support policy was adopted at the General Assembly in April, outlining the scope of support offered by the FNEC, including service levels, and operational procedures. It establishes service expectations for users and provides support technicians with a consistent framework for resolving issues. Please contact the community FNEC representative or FNEC Helpdesk for more information.

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 table on the next page summarizes the support requests received in 2025-2026.



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 tablets 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 2,979 tablets in 15 communities are currently managed by a mobile device management system. This total includes the number of tablets registered under the FNEC management system and not those managed by the community themselves.



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 centres and other computerized systems. Cyberthreats are growing at a phenomenal speed across the planet. This is evidenced by the number of data breaches, which continues to increase 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 to 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 \$17 per person.
2025-2026	End point protection software and cybersecurity tools	FNEC is available to offer consultation and guidance on cybersecurity strategies and tools.

Submit all cybersecurity requests to support@cepn-fnec.com.



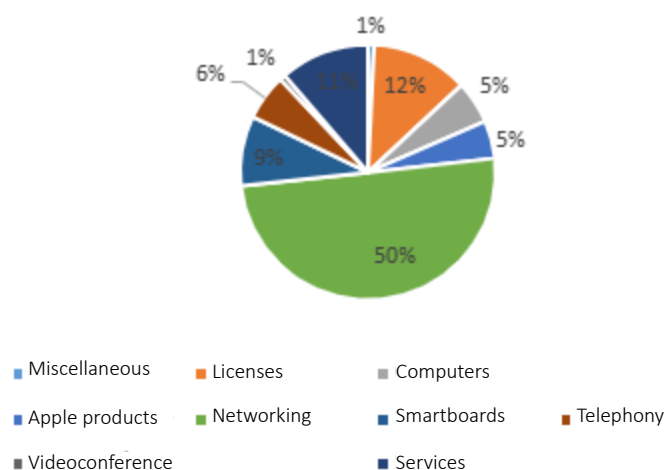
Equipment Purchasing Services

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 2025-2026:

2025-2026 PURCHASES



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 2025-2026:

- Microsoft Education
- Microsoft 365 for schools
- McAfee antivirus
- SMART Notebook Advantage
- 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 favourite 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).

Eligible youth can participate in the program to gain work experience in their community. Training is provided to youth in hybrid format. The objective is to offer certified training offering an effective learning experience, supported by practical courses and quality online evaluation. Training leads to industry-recognized certification.

In 2025-2026, eight youth from member communities benefited from this program and were able to complete a 25-week internship. Three of them obtained their Cisco Certification for CCNA-Introduction to networks.

This brings the total number of youth participating in this program to 215 since 2009.

Complementary Services

The FNEC provides community and public sector access to technical support and competitive pricing for certain technologies through project support services. In 2025-2026, the FNEC contributed to:

- Two cabling improvement projects;
- One camera project;
- Two telephone over IP projects.



Partnerships and Research in Technology

As an advocate and expert in the field 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. As a founding member of the First Mile Connectivity Consortium (FMCC) in 2012, the FNEC has, to date, 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 ISED.

FMCC: firstmile.ca

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

ISED: <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 an Assembly of First Nations resolution (December 2024). This resolution aims to support all First Nations across Canada to engage in policy development in the field of telecommunication services. For more information, please contact the FNEC technology services team.

You can also click on the following link to learn more: firstmile.ca.



COMMUNICATIONS SERVICES



The communications team had an especially active year in 2025-2026. 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

The year 2025 opened on a celebratory note, as the FNEC proudly underlined its 40 years of existence. A commemorative gala was held in April to showcase our organization's key achievements in our communities. This anniversary year was also the opportunity to mobilize our member schools through several contests that sparked a strong interest among students. We sincerely thank all participants for their engagement and their creativity!

“Echo of the Nations” Scholarship

To continue with the organization's 40th anniversary celebrations, the FNEC launched the “Echo of the Nations” Cultural Expression Scholarship. The purpose of this scholarship was to showcase the many talents of students of all member communities through creative cultural projects. We received several candidatures, but two projects in particular stood out.

Congratulations to Ophelia Rosemarie Pease Jacobs of Listuguj for her magnificent scale model project demonstrating the different seasonal cultural practices of the Mi'gmaq.

We also want to congratulate Jean-Guy Bélanger of Lac Simon for his video recording project to documenting his community's cultural activities.

The two winners earned a magnificent MacBook Air, a tool that they can use for their entire academic path!

Drawing Contest

Another communications team initiative for the FNEC 40th anniversary was the launch of the “Our Land, Our Future” drawing contest in member community schools.

We wish to congratulate Emily Decoursay who won the competition impressively. Her drawing was printed on all FNEC 2026 calendars and is now displayed everywhere in our offices and our member community schools!

Wampum Ceremony

A dedicated space has been created in the FNEC offices to highlight the signing of the Regional Education Agreement and present the wampum, which represents the agreement entered into on July 14, 2022, between the 22 member First Nations communities in Quebec and the Government of Canada. Some of our most senior staff members had the privilege of placing this wampum in a showcase worthy of the highest museum standards. We are pleased that our employees and our guests can now appreciate the beauty and symbolic scope of this wampum, the living witness of a historical group commitment.

Inauguration of the Meeting Rooms

The inauguration of the new FNEC meeting rooms marked the closing of 40th anniversary celebrations, in a symbolic and unifying gesture. The ceremony honoured four people whose engagement has profoundly marked the FNEC’s history and development: John Martin and Eddie Cross, founding members, Raymond Sioui, former assistant director of operations, and Linda Simon, whose contribution was pivotal in developing the Regional Education Agreement. In the presence of families, this emotionally charged event was an opportunity for attendees to honour their heritage and remember the values of leadership, engagement and courage that continue to inspire the FNEC’s action to foster First Nations learners’ success.



Videos and Capsules

The team showed great energy and drive this year, producing 124 videos and video capsules, playing an active role in contributing to the promotion and sharing of FNEC actions.

- **“The Regional Education Agreement – A long road towards the Ideal School” video**

The communications team produced a new promotional video highlighting the Regional Education Agreement. The video was circulated among a large number of organizations. It was also presented on the provincial and national stages, increasing the Agreement’s visibility and success.

Link to the video: [The Regional Education Agreement - A long road towards the Ideal School](#)

- **Video Capsules: Sexuality Education Program**

The year was marked by the production of several video capsules on the Sexuality Education Program created in the community of Lac Simon. The video capsules were filmed over several days, with stakeholders and sexologists providing open and sensitive answers to more than 60 questions submitted anonymously by students. The result is a series of educational content that promotes healthy and well-informed discussions on sexuality.

FMCC Website

The communications team has begun a major review and translation of the First Mile Connectivity Consortium website. The site interface has been modernized to improve user experience and ensure accessibility to newly bilingual content for French communities. Here is the website address: firstmile.ca.

Strategic Tools and Training

With a focus on continuous improvement and organizational capacity building, the communications team focused its efforts on the development of strategic tools and continuously updating its competencies, to the benefit of the entire organization.

- **Strategic tools:** Throughout the year, the communications team took part in several meetings with different sectors to reinforce collaboration between sectors. These discussions resulted in the co-development of a business continuity plan and a crisis management communication plan, increasing the organization’s resilience and intervention capacity.
- **Training:** To keep up to date on communication matters, the team participated in various specialized training sessions. It also provided all FNEC staff with training on Teams and OneNote to improve internal collaboration and efficiency.

Support and collaboration

In addition to supporting General Management and all sectors in their communications needs, the team provided constant feedback to partners on several initiatives, including the Inter-school Games, Kiuna Institution, Yahndawah’, Indigenous Science Fair, and the Assembly of First Nations Quebec-Labrador.

2025-2026 SOCIAL MEDIA OVERVIEW



476

NEW SUBSCRIBERS

20,300

VISITS

848

CLICKS ON LINKS

5500

INTERACTIONS WITH THE CONTENT

440,000

VIEWS



26,460

REACH OF PUBLICATIONS

606

REACTIONS

15

COMMENTS

11

REPOSTS





MEDIA PRESENCE 2025-2026

2025

April

- April 10: *Quatre décennies d'engagement pour l'éducation autochtone* – Le Soleil

May

- May 21: *Les Jeux interscolaires sont de retour sur le campus* – ULaVal nouvelles
- May 22: *Kahnawake students begin FNEC Games today* – Iri:wase
- May 23: *Placer l'éducation des Premières Nations au cœur du discours du Trône* – Radio-Canada (Espaces autochtones)
- May 24: *Effervescence aux Jeux interscolaires du CEPN* – Radio-Canada (Espaces autochtones)
- May 27: *Université Laval welcomes First Nations Education Council Inter-School Games* – Quebec Chronicle-Telegraph

August

- August 22: *Relance de la Table sur la réussite éducative : un forum essentiel pour les élèves autochtones* – Ma CSQ
- August 25: *Rentrée scolaire : de l'optimisme et des inquiétudes dans les écoles autochtones* – Radio-Canada (Espaces autochtones)

September

- September 3: *Les élèves autochtones, les grands oubliés en éducation* – Radio-Canada (Espaces autochtones)
- September 24: *Les jeunes autochtones ressentent les effets de la loi sur le français* – Le Devoir

October

- October 20: *Inclure l'histoire, les savoirs et les cultures autochtones dans les programmes de formation à l'enseignement* – Université de Sherbrooke

November

- November 21: *Des milliers d'Autochtones de partout réunis pour parler d'éducation en Nouvelle-Zélande* – Radio-Canada (Espaces autochtones)

December

- December 6: *Comment le système éducatif québécois s'adapte-t-il aux cultures autochtones?* – Le Quotidien

2026

February

- February 9: *Finding pathways to improve success for First Nations Students* – CBC Radio
- February 10: *Un front commun pour l'éducation autochtone sans la CAQ* – Le Soleil
- February 12: *Quebec round Table on Indigenous education proceeds without government* – APTN News



REGIONAL COMMITTEE ON FIRST NATIONS LANGUAGES

Founded by the AFNQL in 2020, and hosted by the FNEC, the mission of the Regional Committee on First Nations Languages (RCFNL) is to support the maintenance, revitalization and transmission of First Nations languages in the 43 communities of the Assembly of First Nations Québec-Labrador.

Its mandates include:

- mobilizing and informing communities;
- strengthening capacities;
- defence of language rights and First Nations languages;
- promotion and showcasing of First Nations languages.

Through these actions, the RCFNL wishes to contribute to strengthening the vitality of First Nations languages, while supporting their leadership in the governance of their languages.

KEY ACHIEVEMENTS

Second Call for Proposals for the Funding Program for First Nations Languages in Quebec *June 16 to September 19, 2025*

Regional organization designated for the administration of the Canadian Heritage Indigenous languages file allocation, the RCFNL offers financial support for community language initiatives and First Nations organizations through the Funding Program for First Nations Languages in Quebec. This program serves as a catalyst for language maintenance and revitalization. In the second call for proposals, the RCFNL announced support totalling \$5,485,071, supporting 29 communities and organizations in their language planning and project deployment.

RCFNL Representatives Meeting *September 17 to 19, 2025*

Participants from 23 communities were welcomed by the Pekuakamiulnuatsh in the community of Mashteuiatsh during the In-person Annual Representatives Meeting. The event was designed to mobilize and inform communities about language and language rights issues. Communities also had the opportunity to share significant language initiatives, such as implementing inter-sector committees that promote language and community language plans. The discussions shed light on the shared challenges, but also a collective resolve to transmit First Nations languages.

Participation in the Quebec Finance Minister's Prebudget Consultations (2026-2027 Budget) *December 4, 2025*

The RCFNL submitted a brief for Quebec pre-budget consultations to recommend the creation of a fund to support the maintenance and revitalization of First Nations languages, with an annual budget of \$20 million, through multi-year agreements. The brief also reaffirmed the role of First Nations in the governance and administration of language investments, in order to ensure management rooted in their priorities and visions.

Even though this funding will not be part of the Quebec government's 2026-2027 budget, this approach contributed to pursuing the awareness-raising work and defending the issues related to the maintenance and revitalization of First Nations with government decision-makers.

Representation Actions on a Regional, National and International Scale

The RCFNL redoubled its representation efforts to highlight the specific issues of our region, which is marked by a context of double diglossia and Quebec's language policy. Through its active participation in various committees, events and conferences, the RCFNL has contributed to promoting a better understanding of the language challenges and realities of our First Nations to encourage the implementation of measures adapted to their specific needs.



KIUNA INSTITUTION



The Kiuna Institution is backed by a committed team of thirty staff members, united by a shared mission: support educational success and increased graduation rates. Together, they cultivate a caring and stimulating learning environment, rooted in First Nations identity, values and traditions.

New Management at Kiuna and New Coordination of Psychosocial Services

The year was highlighted by major advancements for Kiuna. The arrival of Médéric Sioui as Director is aligned with its educational success mission.

Anishinabe from Pikogan and Wendat from Wendake, Mr. Sioui worked for eight years at Kiuna as a teacher and program coordinator. After a period spent elsewhere, he has now returned to his roots. His leadership and knowledge of the environment contribute to making the college evolve in line with its values and ambitions.

Significant Growth of our Student Population

This year, more than 170 students chose Kiuna for their college studies, confirming the college's growing attraction.

The high demand for an AEC in accounting, offered remotely, led to the implementation of two cohorts.

Kinosalwaw8gan scholarships

This growth in the student population is translated by increased support for student success, with \$98,250 awarded in Kinosalwaw8gan scholarships. These contributions targeting academic excellence, involvement in cultural life and perseverance are thanks to the support of the Fonds de recherche du Québec, the Harvard Club of Quebec, CIMA+, Cain Lamarre and Ms. Lise B. Bordeleau.

Graduation Ceremony for the 2024 to 2026 Cohorts

In August, 67 students reached an important milestone by receiving their diploma, surrounded by their loved ones. A great success carried by the presence of over 200 people, and the participation of artists and guests of honour.

Two New Satellite Classes

The deployment of two new satellite classes demonstrates our engagement to the communities. In Kanesatake, the first graduates of the AEC in *Indigenous Radio and Journalism* have completed their training. A new cohort in the Special Education Techniques in a First Nations Context (DEC and AEC) program was also launched in Manawan.

Two Graduates Have Become Teachers

Kiuna continues to train the next generation... who subsequently contribute to its mission. Two graduates have become teachers: Sigwanis Lachapelle and Marie-Kristine Petiquay, in the Abenaki language and Indigenous cinema programs, both the DEC Arts, lettres et communication.





FINANCIAL STATEMENTS

Independent Auditor's Report on Summary Consolidated Financial Statements

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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, 2026, 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, 2026.

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.

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 an opinion on the audited consolidated financial statements in our report dated June 19, 2026.

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 Cholet Grant Thornton LLP*¹

Québec
June 19, 2026

First Nations Education Council
Summary Consolidated Operations and Net Assets
Year ended March 31, 2026

	2026	2025
	\$	\$
Revenues		
Financial assistance		
Indigenous Services Canada (ISC)	16,889,473	21,321,341
Canadian Heritage	3,916,354	2,018,582
CEPN-Technologie	500,570	879,868
Quebec government	587,591	522,932
Sponsorships for the Inter-school Games	213,454	243,487
Members' contributions	22,000	22,000
Interest	398,045	656,275
Operations related to the mission of the Kiuna Institution		
Financial assistance	4,685,625	5,839,102
Kiuna housing	143,658	124,193
Interest	62,764	32,454
Other	5,746	91,793
	<u>27,425,280</u>	<u>31,752,027</u>
Expenses		
ISC programs		
Devolved programs	3,986,862	4,201,875
Other	12,203,571	14,863,228
Other programs	4,826,914	2,434,370
Kiuna Institution and housing	4,279,850	4,393,633
Administrative expenses	456,037	1,433,985
	<u>25,753,234</u>	<u>27,327,091</u>
Excess of revenues over expenses	<u>1,672,046</u>	<u>4,424,936</u>
Net assets, beginning of year	<u>13,396,551</u>	<u>8,971,615</u>
Net assets, end of year	<u>15,068,597</u>	<u>13,396,551</u>

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

First Nations Education Council Summary Consolidated Financial Position

March 31, 2026

	2026	2025
	\$	\$
ASSETS		
Current		
Cash	16,965,778	14,365,476
Trade and other receivables	1,807,418	4,486,346
Prepaid expenses	145,078	214,467
	<u>18,918,274</u>	<u>19,066,289</u>
Long-term		
Advances to a controlled not-for-profit organization, without interest or repayment terms	4,068,855	3,631,187
Tangible capital assets	4,085,774	3,865,109
	<u>27,072,903</u>	<u>26,562,585</u>
LIABILITIES		
Current		
Trade and other payables	1,934,779	2,627,347
Deferred contributions	10,069,527	10,538,687
	<u>12,004,306</u>	<u>13,166,034</u>
NET ASSETS		
Invested in tangible capital assets	4,085,774	3,865,109
Restricted	826,329	826,329
Unrestricted	10,156,494	8,705,113
	<u>15,068,597</u>	<u>13,396,551</u>
	<u>27,072,903</u>	<u>26,562,585</u>

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

On behalf of the Board,

Designated by:


Director

Signed by:
Michael J. Isaac, Sr.
MICHAEL J. ISAAC, SR.

Director

Signe par:


628382473038460

First Nations Education Council
Note to Summary Consolidated Financial Statements
March 31, 2026

1 - BASIS OF PRESENTATION

These summary consolidated financial statements are provided for information purposes only, and present information selected by management as the most relevant and useful financial data from the First Nations Education Council's audited consolidated financial statements for inclusion in its annual report. Therefore, the summary consolidated financial statements do not include a statement of cash flows or notes to the financial statements. The First Nations Education Council's audited consolidated financial statements are available at the head office and may be obtained on request.



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