Bead artwork by:
Rosie S. Moskotaywenene
“As the Field Placement Co-ordinator in the Aboriginal ECE diploma program since 2007, I have witnessed tremendous personal and professional growth in the students. Oshki-Pimache-O-Win understands and supports their students reach their education goals.”

Paula Koivisto, RECE

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The Story of a New Beginning

Long ago, the world was nothing but water. There were only birds and animals that swam. One day, a woman fell from the sky and landed on a giant turtle. The woman had to stay on the turtle because she had nowhere else to go. She asked the animals if they could dive down to the bottom of the water and get a piece of the earth for her. She said she would take the piece of earth and create land on which everyone could live.

The loon was the first to try. The loon was under the water for a long time. When the loon returned to the surface, he had nothing.

Next, the beaver tried, but he also returned with nothing.

Then the muskrat wanted to try. All the animals laughed at him because of his small size. They thought, he too, would fail. But the woman said he could try.

The muskrat dove straight down into the water. He stayed under the water for a long time, longer than the rest of the animals. As he dove deeper, the water became darker, he did not know which way was up. Above the water, the other animals waited. Finally the muskrat slowly surfaced, barely alive. In his little paw he held some earth. The woman took the earth from his paw and placed it on the turtle’s back. This is how the land was created.

Our Logo

The Oshki-Pimache-O-Win Education & Training Institute logo symbolizes the beginning of a new life for those who pursue an education to improve their lives.

Our logo was designed by Alvin R. S. Fiddler of Sioux Lookout, Ontario and is based on a story he heard as a child. The tree represents the beauty and life that the land has given. The turtle represents how an individual can take something simple – like a little clump of dirt – and turn it into something wonderful.
Overview

Oshki-Pimache-O-Win is an independent Education and Training Institution that was formally established in 2001 as a registered charitable not-for-profit corporation.

Oshki-Pimache-O-Win means “A New Beginning” in the Oji-Cree language. OSHKI provides culturally appropriate education and training programs that are designed to suit individual learning needs and community and organizational capacity requirements. We offer choice, accessibility, flexibility, student support services and new opportunities.

OSHKI provides a viable education and training alternative to our people in Nishnawbe Aski Nation through accredited post secondary education programs delivered in partnership with colleges and universities. Together with the other Aboriginal Institutes in Ontario, OSHKI is an integral part of the post secondary education and training landscape across the province.

We are committed to educating and training our people in a meaningful way. Education and training will help us remain strong and vibrant.

Mission Statement

To achieve excellence as a leader in the innovative design and delivery of quality post secondary and training programs which meet the holistic educational needs of Nishnawbe Aski Nation and other learners in a safe, inclusive, supportive and culturally enriched learning environment.

Mandate

1. To develop, design and deliver post secondary educational programs and services to meet the educational and cultural needs of the members and communities of Nishnawbe Aski Nation and other learners.

2. To enhance, organize and coordinate the delivery of post secondary education and training programs and services which promote and support Nishnawbe Aski Nation culture, traditions, teachings, beliefs, language, values and life-styles.

3. To establish protocols and partnerships with existing post secondary educational institutions and Nishnawbe Aski Nation communities at the local level as well as in the regional, national and international arenas.
Message from the Chair

I am pleased to present the Oshki-Pimache-O-Win Education and Training Institute’s Annual Report for the 2014-2015 academic year.

The Governing Council, Management and Staff are passionately committed to providing education and training to our people for new beginnings. Each year, more and more of our people are earning diplomas and certificates - close to 170 graduates in total. Most graduates are mature students working full-time, wanting to improve their work performance with new skills and knowledge as well as keep their jobs or advance in their work place. Many have graduated with honors of distinction. Many have been rewarded with promotions, some while pursuing their studies, others upon graduation. Mature students successfully complete their programs because they are older, experienced and truly see the importance of education.

Each year, over one hundred applicants are accepted into our programs. Without grade 12 diplomas, most are accepted after successfully passing mature student tests. Unfortunately, however, most are denied student sponsorship due to the funding criteria of the federally funded sponsoring agencies that place mature students at the fourth or bottom level of their priority list. By the time the applications of mature students are considered, the annual funding allocation is usually depleted. This situation is compounded by the federal 2% cap on education that has been in effect for far too long. Consequently, most of our applicants are not able to realize their postsecondary education dreams. Funding needs to be made available for mature students!

We are breaking new ground at OSHKI! As a member of the Aboriginal Institutes Consortium, we successfully engaged in a lobby effort with the Ministry of Training, Colleges and Universities for the development of a Policy for Aboriginal Institutes. This is great news because it will result in sustainable funding that we need for continued success in growth, student satisfaction and graduation completion rates. OSHKI will be integrally involved in the policy development process.

We are working hard at OSHKI to ensure that the future of the institution continues to provide a safe, viable, cultural alternative for our people. With your ongoing support, we look forward to the coming years as we continue to grow OSHKI for the benefit of our people, communities, culture and Nation.

In closing, I extend my greatest gratitude to everyone who has contributed to our students’ success: my colleagues, the Governing Council; the Executive Council and Chiefs of Nishnawbe Aski Nation; the employers; the Student Sponsoring Agencies; and the management, staff and faculty at OSHKI.

Sincerely,
Fabian Batise, Chair
Message from the Executive Director

This year saw the continuation of seven programs. The Aboriginal Early Childhood Education Diploma Program is a prime example. First Nation communities with provincially funded day care centres have been able to have their employees gain post-secondary credentials through the Ministry of Education’s Early Childhood Education Grants program. This program enables community members, within the field of early childhood education to be eligible to receive post-secondary funding grants. There have been 63 graduates since we started offering the program in 2008. Eighty five percent of these graduates received funding through the Ministry’s grant program to cover their tuition and travel expenses. A great partner, Cambrian College, also works closely and collaboratively with our staff which results in greater student retention and success rates.

As we move forward, we are exploring additional opportunities for partnerships and funding for trades training to build upon the Aboriginal Mining Skilled Trades Entry Project (AMSTEP), the second innovative project of its kind for youth work-force development at OSHKI. This project is being profiled as a best practice by MiHR’s (Mining Industry Human Resource Council) sector on Aboriginal Inclusion in Mining.

We are also exploring opportunities to provide degree programs that are being requested.

We travelled to more communities this year to promote our programs and recruit students. We met with local leaders, educators and potential students. We participated in local events at career fairs, local feasts, memorial meals and radio talk shows and were shown great hospitality by all.

The staff at OSHKI are dynamic, continually rising and responding to new challenges. We are excited as we embark upon the roadmap to recognition for the Oshki-Pimache-O-Win Education and Training Institute as part of the Aboriginal Institutes Consortium. Kudos and thanks is extended to all of them.

Finally, my heartfelt thanks goes to the Governing Council for their guidance, support and wisdom. Kitchi Meegwetch.

Many thanks,
Rosie S. Mosquito, Executive Director
Post Secondary Programs

Aboriginal Financial and Economic Planning
Business Fundamentals
Aboriginal Early Childhood Education
Personal Support Worker
Pre-Health Sciences
Social Service Worker – Native Specialization
Chemical Addictions Worker
Programs

OSHKI’s culturally appropriate programs are designed to meet the educational and training needs of Aboriginal people in Northern Ontario in order to strengthen their identity, well-being, the communities and our future. Programs are structured to address individual learning needs as well as build community and organizational capacity by offering flexibility, choice, accessibility and student support. Attributes of our programs include: curriculum that embeds the social, cultural and political issues of First Nations; an additional semester to ensure academic success by incorporating academic and personal supports; field placements to provide opportunities to apply and practice what students have learned; Advisory Committees and regular faculty meetings to identify and address any gaps or issues pertaining to content, delivery and/or student learning needs. OSHKI’s unique education and training approach helps OSHKI’s students become strong and vibrant participants in their communities for the economy of today and tomorrow.

Aboriginal Financial and Economic Planning (AFEP)

In partnership with Confederation College

This five semester diploma program provides students with the knowledge, skills and abilities to undertake financial management responsibilities, both on and off reserve. The program provides graduates with the capability to advise in financial administration, capital projects, financial planning and marketing. Graduates will have the skills to work in a range of Aboriginal specific agencies and institutions such as economic development corporations as well as mainstream settings.

Confederation College partnered with the Aboriginal Financial Officers Association (AFOA) of Canada to provide courses that lead graduates towards the Certified Aboriginal Manager designation.

- AFEP 2014 Cohort – 9 students completed Semester 2

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<th>Partner</th>
<th>OSHKI / Confederation College</th>
<th>Credential Awarded</th>
<th>Ontario College Diploma</th>
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<td>Campus</td>
<td>OSHKI</td>
<td>Program Length</td>
<td>5 Semesters</td>
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Business Fundamentals (BF)

In partnership with Confederation College

This three semester certificate program opens doors for entry level business positions by equipping students with the skills needed to be successful in the workplace. The program also provides students with a pathway to any two-year diploma program such as Marketing, Human Resources or Accounting. Graduates of the Business Fundamentals program may expect to find employment in a wide variety of organizations, small businesses or administration positions in workplaces having a focus other than business.

- BF 2014 Cohort – 8 students completed Semester 2

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<td>Campus</td>
<td>OSHKI</td>
<td>Program Length</td>
<td>3 Semesters</td>
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Aboriginal Early Childhood Education (AECE)

In partnership with Cambrian College, Wabnode Centre for Aboriginal Services

AECE is a two-year, five-semester diploma program. The delivery and content are culturally specific and relevant to First Nation communities. Students have the opportunity to learn through field placements in early childhood education settings in Thunder Bay as well as in their home communities.

- AECE 2014/16 Cohort – 13 students enrolled; 8 full-time students continuing their studies
- AECE 2013/15 Cohort – 17 students completed their final semester April 2015 with graduation in June 2015

As of June 2015, 63 AECE students have graduated since 2008 when it began.

The program is being offered again September 2015.

Cambrian College recognized AECE Students who were First Generation students. These are students whose parent(s) have not attended a postsecondary institution. A luncheon and t-shirts were given to celebrate their commitment to education.

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“There is a great need for Registered ECE workers in these remote communities and with this type of program delivery we have had great success,” says Erin Morrison, coordinator with Cambrian College, Wabnode Centre for Aboriginal Services. “This way, students can go to school but be with their families and continue to work at the same time.”

Early Childhood Educators Qualifications Upgrade Program, Ministry of Education:

Most AECE students are mature students who have children of their own and are working in the field of child development in First Nation communities. The Early Childhood Educators Qualifications Upgrade Program from the Ministry of Education supports individuals who work in licensed home or centre-based agencies, Head Start Programs or in publicly funded schools to obtain an Early Childhood Education diploma. Graduates become eligible to apply for membership with the College of Early Childhood Educators. OSHKI Students have been very successful in obtaining financial support with the ECE Grant Program.
“No jobs left in my community led me to reconsider what I wanted to do to gain income at 54 years of age. Having gained my high school diploma and coupled with a suggestion from an employee at YES Employment, I was steered into believing in myself and going to the Oshki-Pimache-O-Win open house. When there, I was made to feel very welcome and I loved the opportunity that was presented to me. I have never regretted my decision. The program allowed me to gain employment, keep my family and social life intact. Funding from my band, a scholarship, a supportive staff of instructors and a close connection with fellow classmates helped me to excel and gain more knowledge than I thought I was capable of. I am proud of my achievements and I am looking forward to my future as a Personal Support Worker.”

Brenda Fortier, Red Rock Indian Band

Personal Support Worker (PSW)

In partnership with Confederation College

This Program provides students with knowledge and skills in home management, personal care, family responsibilities, special and recreational activities to assist people with the tasks of daily living. Clinical placements are included in the program to provide students with the chance to apply the skills and knowledge they have gained as well as the experience of working with clients.

The role of the Personal Support Worker is expanding. This three semester program will include new skills for students in the following years in the laboratory and clinical practicum.

- PSW 2014 Cohort – 7 students will graduate in 2015

This program will be offered again in January 2016.

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<td>Campus</td>
<td>OSHKI</td>
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<tr>
<td>Credential Awarded</td>
<td>Ontario College Certificate</td>
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<td>Program Length</td>
<td>3 Semesters</td>
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Social Services Worker – Native Specialization (SSW-NS)

In partnership with Sault College

The Social Service Worker - Native Specialization program is open to anyone who is interested in learning the skills of a social service worker. The goal of the program is to enhance the knowledge and skills needed to provide clients with the support to overcome barriers that they may face in their personal lives. Field placement is provided in each semester as a means for the students to gain practical experience in the field of social service work by applying the knowledge and skills they have learned.

With a strong foundation in core social service worker curriculum, the SSW-NS program also infuses an Aboriginal worldview to prepare students to become skilled social service workers within a culturally competent approach that includes increased knowledge of Aboriginal issues and interventions. Upon completion of the program, students are eligible to register with the College of Social Work and Social Service Workers.

The diploma program is offered in five semesters including one summer semester.

- SSW-NS 2013 Cohort – 8 students completed their final semester in April 2015, with graduation in June 2015
- SSW-NS 2014 Cohort – 14 students enrolled; 8 full-time students are continuing their studies

This program is being offered again in September 2015.

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<th>OSHKI / Sault College</th>
<th>Credential Awarded</th>
<th>Program Length</th>
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<tr>
<td>Campus</td>
<td>OSHKI</td>
<td>Ontario College Diploma</td>
<td>5 Semesters</td>
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**Pre-Health Sciences (PHS)**

*In partnership with Confederation College*

The Pre-Health Sciences program provides instruction in biology, chemistry, math, communications and health care information that provides the graduate with the prerequisites necessary for admission into other health programs like Practical Nursing, Dental Assistant, Paramedic and Lab Technology. A bridging semester is merged with the two semester program to strengthen the students’ academic skills. The additional semester includes an Integrated Science course unique to OSHKI that allows students to broaden their basic science knowledge for success in their studies in biology and chemistry.

- PH 2014 Cohort – 3 students will graduate in 2015

This program will be offered again in January 2016.

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<th>Credential Awarded</th>
<th>Program Length</th>
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<tr>
<td>Campus</td>
<td>OSHKI</td>
<td>Ontario College Certificate</td>
<td>3 Semesters</td>
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**Chemical Addictions Worker (CAW)**

*In partnership with Nicola Valley Institute of Technology, Merritt, British Columbia*

The demand for trained professionals to address individual and community wellness is of utmost importance in the Nishnawbe Aski Territory given the chronic drug and addictions issues facing many First Nation communities. OSHKI and Nicola Valley Institute of Technology (NVIT) have developed a program specific for front-line community based workers. Qualified Aboriginal professionals in the addictions field are in high demand where community based workers provide not only the first response in crises situations but also after care programs which enables individuals to stay in their home communities for support following treatment. The addictions field is increasing in its demand for culturally sensitive approaches as well as individuals who speak the language.

Three courses from the CAW Diploma program were offered to community based workers who had completed the Certificate program in 2014. Five students attended these courses which were held at the Reverend Tommy Beardy Memorial Family Treatment Centre in Muskrat Dam. Courses included: Current Issues in Health, Case Management Roles and Responsibilities, and Mental Health Wellness and Challenges.

We are currently seeking funding support to offer both the Certificate and Diploma programs for 2015/16.

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<th>Partner</th>
<th>OSHKI / Nicola Valley Institute of Technology</th>
<th>Credential Awarded</th>
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<tr>
<td>Campus</td>
<td>OSHKI / Muskrat Dam</td>
<td>Ontario College Certificate</td>
<td>10 weeks</td>
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Graduation 2014

Graduation 2014 was held on June 13, 2014. Families and friends witnessed 22 students graduate with hard earned diplomas and certificates. The Master of Ceremonies was Elliott Doxtater-Wynn of Six Nations of the Grand River. The Keynote speaker was Ellen Moskotaywenene of Bearskin Lake First Nation.

Aboriginal Financial & Economic Planning Diploma
Annette McPherson – Coocheching First Nation
Christine Thomas – Fort Severn First Nation
Gina Wesley – Lac Seul First Nation

Social Services Worker - Native Specialization Diploma
Geraldine Fournier – Thunder Bay
Diane Nowosad – Thunder Bay
Grace Whitehead – Webequie

Basic Radiology Technician Program
Evelyn Kataquapit – Attawapiskat First Nation
Susan Kwiash – Mishkeegogamang First Nation
Georgina Moquano – Mishkeegogamang First Nation

Chemical Addictions Worker Certificate
Caitlyn Carpenter – Lac Seul First Nation
Edith Fiddler – Muskrat Dam First Nation
Walter Jonasson – Fish River Cree Nation
Catherine Morris – Kasabonika Lake First Nation
Mike Morris – Kasabonika Lake First Nation
Colette Thibodeau – Garden River First Nation

Personal Support Worker Certificate
Lillian Anderson – Kasabonika Lake First Nation
Lorraine Anderson – Kasabonika Lake First Nation
Chelsea Chapman – Kitchenmahmaykoosib
Jennifer Fiddler – Sandy Lake First Nation
Marci Louttit – Fort Albany First Nation
Francesca Taylor – Ginoogaming First Nation
Vanessa Thomas – Lac Seul First Nation

Governing Council Medal for Outstanding Academic Achievement

OSHKI awarded the fourth Governing Council medal for outstanding academic achievement to Geraldine Fournier from Thunder Bay. Geraldine’s 4.0 Grade Point Average was achieved in the midst of working full-time while taking the Social Service Worker – Native Specialization Program.
2014 Graduation Ceremony
Master of Ceremony — Elliott Doxtater-Wynn

11:00 am Opening Song & Procession of Graduates
  Medicine Wheel Spirit Singers

11:05 am Opening Prayer
  Brenda Mason, Campus Elder

11:10 am Welcoming Remarks
  Rosie S. Mosquito, Executive Director
  Grand Chief Harvey Yesno, Nishnawbe-Aski Nation
  Ontario Regional Chief, Stan Beardy, Chiefs of Ontario

11:30 am Keynote Speaker
  Ellen Moskotawaywenene, Bearskin Lake First Nation
  — 2011 Graduate of the SSW—NS Program

11:40 am Social Services Worker - Native Specialization Program
  Valedictorian Address — Christine Thomas
  Presentation of Diplomas — Leona Scanlon, Confederation College Board of Governors

11:45 am Aboriginal Financial Economic & Planning Program
  Valedictorian Address — Christine Thomas
  Presentation of Diplomas — Leona Scanlon, Confederation College Board of Governors

12:00 pm Basic Radiology Technician Program
  Presentation of Certificates — Dr. Dermot McLaughlin, Consulting Radiologist

12:15 pm Chemical Addictions Worker Program
  Presentation of Certificates — Dr. Verna Billy-Minnabarriet, Vice President of Nicola Valley Institute of Technology

12:30 pm Personal Support Worker Program
  Presentation of Certificates — Leona Scanlon, Confederation College Board of Governors

12:45 pm Presentation of Governing Council Award of Excellence
  Fabian Belot, Governing Council Chair
  Rose S. Mosquito, Executive Director

1:00 pm Closing Remarks — Deputy Grand Chief Goyce Kakegamic, NAN

1:05 pm Traveling Song
  Medicine Wheel Spirit Singers

1:10 pm Reception & Lunch Buffet

2014 Graduation

Diplomas
Aboriginal Financial & Economic Planning
  Annette McPherson
  Christine Thomas
  Gina Wesley

Social Services Worker - Native Specialization Diploma
  Geraldine Fournier
  Diane Nowosad
  Grace Whitehead

Certificates
Basic Radiology Technician Program
  Evelyn Kataquapit
  Susan Kowack
  Georgina Moquano

Chemical Addictions Worker Program
  Caitlyn Carpenter
  Edith Fiddler
  Walter Jonasson
  Catherine Morris
  Mike Morris
  Colette Thibodeau

Personal Support Worker Program
  Lillian Anderson
  Lorraine Anderson
  Chelsea Chapman
  Jennifer Fiddler
  Marci Louttit
  Francesca Taylor
  Vanessa Thomas

A New Beginning

Graduates
**Student Success Initiative**

The Student Success Initiative provides a range of student support services for our students to achieve academic success. The Student Support Worker provides academic and personal counseling. She also provides referrals if needed to appropriate agencies in Thunder Bay.

**Student Orientation**

Designed for student success and retention, an intensive three day orientation for new students is held before each new academic year or new program. Culturally appropriate learning strategies and workshops such as study skills, time management and student responsibilities are provided. Individual time with the Program Coordinators and Student Support Worker is scheduled for the students to get to know each other for ongoing support, team building and forming their own study groups. The e-Learning Coordinator provides instruction on the use of distance education technology and e-learning platforms. This year, the third day included participation in the first collaborative city wide student orientation that included Confederation College, Lakehead University, Seven Generations Education Institute, Northern Nishnawbe Education Council, Matawa First Nations Council, Fort William First Nation and OSHKI. Words of encouragement and welcome were given by the keynote speaker, Wab Kinew.
**Elder-on-Campus Program**

The Elder-On-Campus is an integral student support service. Our elder, Brenda Mason, shares cultural teachings with the students, faculty and staff. The Migizi Cultural Room is used by our students, faculty and staff for traditional teachings, support, reflection and sharing circles. The active inclusion of elders in our programs is an OSHKI best practice.
Other Programs

Basic Radiological Technician Program (BRT)
Northern Ontario School of Medicine

The community based Basic Radiological Technician Program provides one-on-one instruction for students employed in nursing stations across Nishnawbe Aski Nation. Students are taught how to take basic x-ray images that have been requested by a physician or nurse practitioner. This service provided by trained community based workers eliminates the need for clients to travel to major centres for routine and non-urgent x-ray procedures. The BRT program builds community capacity and helps reduce costs for Health Canada.

The BRT program is delivered in 4 phases over a period of 1 to 2 years. In phases one to three, Medical Radiologist Instructors travel to each community to provide one-on-one instruction to the student. The final phase is held at the OSHKI campus with all students together leading into graduation upon successful completion of the program. Students are recommended to the program by their First Nation and they can start at anytime.

BRT 2014 Cohort – 3 graduates.
Life Skills Coach Certificate Program, Phase 1 & 2

In partnership with YWCA, Toronto

The in-demand Life Skills training is beneficial to professionals in social services, education, employment, mental health, youth services and human resources.

• In October 2014, 22 participants, completed Phase 1, including OSHKI’s Executive Assistant,
• In October 2014, 13 participants, completed Phase 2, including OSHKI’s Aboriginal Finance and Business Program Co-ordinator and the Aboriginal Humanities Program Co-ordinator.

Phase 1 participants gained an understanding of: their own individual learning style, a 6-step problem-solving strategy, stages of group development, improved presentation skills, adapting lesson content and facilitation techniques in response to different group needs.

Phase 2 participants gained an understanding of: the principles and application of the Life Skills model, the structural components of lesson design, the appropriate interventions for challenging behavior, the roles and responsibilities of Life Skills coaches, identifying the impact of behaviour in groups, and creating a path for continual professional development.

35 participants received the YWCA Life Skills Certificate of Completion.

“When I found out I was accepted to OSHKI, I was so happy and feeling petrified at the same time but I was eager to start my course. On the first day of class, I didn’t know anyone of my classmates. They were total strangers to me. As the days went by, we got to know each other quickly. The support that I got from my instructors, preceptors and my fellow students was outstanding.”

Flora Jane Waswa, Eabametoong First Nation
Mental Health First Aid and Life Skills Workshop

In Partnership with Nishnawbe Aski Nation Health Policy and Planning

In March 2015, 17 community based mental health & addictions workers attended a three day professional development workshop to enhance their skills and abilities so they are better equipped to carry out their job requirements. The workshop used an integrative approach to facilitate a team perspective and taught participants how to support each other during crises situations when they arise. Two days focused on mental health first aid and one day on life skills which were led by NAN and OSHKI staff.

- **Mental Health First Aid** – The participants were prepared with skills to provide assistance in emergency situations while remaining calm and confident. Participants learned how to respond in an appropriate way to give the best possible help during a crisis and to get the appropriate professional assistance when required.

- **Lifeskills** – The participants worked individually and in groups to examine how to balance the stresses of work, family, community, social and personal aspects of their role. They learned strategies to communicate assertively, how to handle stress and anger, boundary setting, coping with different personality styles and appropriate ways to deal with conflict.
Aboriginal Mining and Skilled Trades Entry Project (AMSTEP)

The innovative AMSTEP project is designed to stimulate and support youth workforce development in four fly in First Nations communities that are signatories to the Musselwhite Agreement. Thirty-two youth are to undergo a rigorous 800-hour work-readiness and pre-employment trades training regime followed by work experience placement, all at the Goldcorp Musselwhite Mine.

The youth will acquire new skills and confidence to improve their employability and access to the labour market as well as to fully adapt from community to working life in Northern Ontario’s fly-in/fly-out mining work cycle. The project helps participants obtain entry level employment or enter into post-secondary education and apprenticeship training. The project develops qualified, youth workers from northern communities to meet current and emerging industry workforce needs.


First Program Delivery

- January/February 2015 – Three-day recruitment workshops for youth in North Caribou Lake First Nation and Wunnumin Lake First Nation were held.
- March 2015 – 16 participants started the Mining Essentials and Pre Trades skills training at the Musselwhite Mine using a “2-weeks in/2-weeks out” training rotation.

My experience with OSHKI has been a great learning journey for me. I was afraid in the beginning because I was starting all over and had bad self-doubt. I began to make friends and the staff was very helpful and patient; the environment was welcoming. They made you feel at home. It has opened doors of employment and has also given me a sense of new confidence in myself. I am proud to be a OSHKI graduate from the Aboriginal Early Childhood Education Program 2015

Priscilla Adams, Whitefish Bay First Nation
Website

In May 2014, a summer student was hired to develop a new OSHKI website under the guidance of the E-Learning Coordinator. A website committee of 5 staff members was established to provide additional advice on the design and functionality of the new website to ensure easy accessibility for student, alumni and people having general interest.

OSHKI’s website was developed in 2008. Since that time, the technology has changed frequently. To stay current in computer and internet standards, a new website was needed along with the inclusion of new features. One additional feature was the ability for students to apply to an OSHKI program online. Since internet users access the web with a range of different devices, different device types and different viewport sizes were used to cater to the various needs of website users. A tutorial page was designed to help applicants who have difficulty with the Ontario Colleges Application Service (OCAS) process.

To promote the new website, a poster was created and distributed to Northern communities and organizations in Thunder Bay, Ontario. An advertisement was also designed and posted on the TBNewswatch.com website.

The online application system has been very successful. The website shows increased activity and positive feedback from our users.
OSHKI-PIMACHE-O-WIN
EDUCATION & TRAINING INSTITUTE

A NEW BEGINNING

APPLY ONLINE NOW
www.oshki.ca

Contact Us
Thunder Bay, Ontario
Toll Free: 1 (866) 63-OSHKI
or (1-866-636-7454)
Phone: (807) 626-1880
Email: info@oshki.ca

Find us on www.facebook.com/oshkianewbeginning
Recruitment at a Glance - 3 Stages

Stage 1
Prospective students consider their career goals then chat with us in person, at presentations, career fairs or over the phone. They visit our website and facebook page to get a good understanding of life at OSHKI. Once they decide on the program, applicants complete the Oshki-Pimache-O-Win Program Application Form and return it to the Student Recruitment Officer in order to be registered with OSHKI to officially start their NEW BEGINNING. If required, arrangements are made for applicants to write a mature student test.

Stage 2
Candidates complete an Ontario Colleges Application Service (OCAS) Form. The only way to apply is to submit an online application on the OCAS website (www.ontariocolleges.ca), select the appropriate OSHKI program, and pay the non-refundable $95 application fee with a major credit or debit card. Students must submit official transcripts from the last institution they attended (high school or college) to OCAS or to the OSHKI Recruitment Officer.

Stage 3
Once candidates have been accepted by a college into the OSHKI program of their choice, they may seek financial sponsorship from their respective agencies. Each college partner sends Letters of Acceptance informing students they have been approved for entry into the program. Students must respond to the Offer of Admission by confirming with OCAS. Next, students provide OSHKI with a Sponsorship Letter from their funding agencies which completes their registration into the program.
Community Outreach

Keeping in touch with community members, educators and leaders is important to us. We do community visits, attend career fairs and conferences where we explain our programs, unique delivery system, meet prospective students and help them match their goals with our programs.

Community Visits

- Aroland First Nation
- Attawapiskat First Nation
- Bearskin First Nation
- Cat Lake First Nation
- Constance Lake First Nation
- Dryden
- Eabametoong First Nation
- Fort Albany First Nation
- Frenchman’s Head
- Ginoogaming First Nation
- King Fisher Lake First Nation
- Kitchenuhmaykoosib Inniuwug First Nation
- Lac Seul First Nation
- Lake Helen First Nation
- Long Lake #58 First Nation
- Mishkeegogamang First Nation
- Moose Cree First Nation
- Muskrat Dam First Nation
- Pikangikum First Nation
- Sachigo Lake First Nation
- Sandy Lake First Nation
- Sioux Lookout
- Webeque First Nation
- Whitesand First Nation
- Wunnnumin Lake First Nation

Conferences, Career Fairs & Presentations

- Yes Employment - Presentation, April 2014
- Ontario Native Education Counsellor Conference, May 2014
- Grand Opening Marriot Hotel, August 2014
- Safe Walk - Presentation, August 2014
- Whitesand Health Fair, August 2014
- Indian Residential School Awareness Walk, September 2014
- NAN Health Fair, September 2014
- FWFN Health Fair, September 2014
- Aboriginal Liaison Fall Festival, September 2014
- LU Aboriginal Fall Feast - Presentation, September 2014
- SLAAAMB Conference - Presentation, October 2014
- Lakehead Retired Teachers Association - Presentation, October 2014

- Sioux-Hudson Literacy - online Presentation, December 2014 & February 2015
- FWFN Bay Social Services - Presentation, January 2015
- Tikinagan Social Services - Presentation, January 2015
- Foster Hope for the Future - Begin Your Journey Conference, January 2014
- Frenchman’s Head Youth Conference and Career Fair, February 2015
- Walking in Two Worlds Conference, February 2015
- NAN Student Career Fair, February 2015
- Matawa Educational Conference, March 2015
- Thunder Bay Youth Leadership Conference, March 2015
- Feathers of Hope Youth Conference - 2015, March 2014
**Program Delivery Model**

OSHKI’s unique program delivery model for accredited post secondary programs allows students to complete their programs primarily in their home communities. Our model blends on-campus, online and distance learning to increase the availability of education in remote Nishnawbi Aski communities to remove many barriers to post secondary education experienced by people living in the north. OSHKI students are able to earn post secondary education credentials with family, employer and community supports. Community members have the opportunity to gain or enhance knowledge and skill sets so they can participate in the labour market more effectively. With post secondary credentials, OSHKI graduates are well positioned to capture the new jobs predicted for the Ring of Fire as well as other resource development sectors. OSHKI students learn as a group and attend both on-campus and virtual classrooms to receive lectures, course materials and support. This delivery model enables our students to continue with their full or part-time jobs.

### Semester One

- **Weeks 1 – 2**: On-Campus Classes - Semester One Courses are Launched
- **Weeks 3 – 8**: Distance Delivery & Independent Study
- **Weeks 9 – 10**: On-Campus Classes
- **Weeks 11 – 15**: Distance Delivery & Independent Study

### Semester Two

- **Weeks 1 – 2**: On-Campus Classes - Semester Two Courses are Launched
- **Weeks 3 – 8**: Distance Delivery & Independent Study
- **Weeks 9 – 10**: On Campus Classes
- **Weeks 11 – 15**: Distance Delivery & Independent Study

### Field Placement Organizations

**Note**: Field placements are required in some programs. These organizations in Thunder Bay enable our students to apply what they have learned to gain practical work experience.

- John Howard Society
- Ka-Na-Chi-Hih Treatment Centre
- Mino Bimaadiziwaad Counseling & Advocacy
- Biwaasea Ogden School
- Biwaasea Our Lady of Charity School
- City of Thunder Bay Aboriginal Liaison
- City of Thunder Bay Long Term Care Facilities
- Dennis Franklin Cromarty High School
- Evergreen A United Neighbourhood
- Beendigen
- Ishaawin Counseling Services
- Sister Margaret Smith Centre and District
- JJ Kelso Centre
- St. Joseph’s Care Group
- Thunder Bay Indian Friendship Centre
Online and Distance Learning

A variety of distance learning methods and communication technologies are used to deliver course materials and lectures to students.

Learning together through Centra

Students participate in Centra virtual classes together over the Internet in the evenings and during the week days. Students and instructors learn and teach online in the comfort of their own home or in a Contact North Access Centre.

Studying independently through Moodle

Students access study materials through the Moodle e-learning platform over the Internet. Students access their courses, assignments and activities via a web browser through the easy-to-use course management system. Moodle allows students to study independently at their own pace.

Staying in touch through Webmail and Social Media

Students use webmail and social media to communicate, interact and work together on projects and assignments, support each other and ask for assistance from faculty and staff. When on campus, students stay in touch with family and friends back home through facebook.

Connecting through Audio & Video Conferencing

Audio and video conferencing allow students to participate in their classes from their home community in the event they are unable to attend on-campus sessions due to constraints associated with life, family and work.

Gaining new skills through Orientation & Training

Orientation and training of new students in the effective use of our distance learning systems ensures that students are prepared for studying and learning at a distance. Students gain new transferable skills to help them become productive workers and lifelong learners.

Discovering new prospects through Learning2Mine

The new Learning2Mine.ca educational and career platform allow learners to explore a new world of opportunities in the mining industry.
**Partnership Agreements**

Partnership agreements accredited with colleges and universities ensure the diplomas and certificates granted to OSHKI graduates are recognized by employers. There are individual Program Service Agreements for each program that is delivered in response to the learning needs of individuals and communities in Nishnawbe Aski Nation. The Service Agreements outline the roles and responsibilities of each partner. The objectives of the Partnership Agreements, include:

- Ensure the provision of quality programming
- Improve and increase opportunities for access to education and training
- Share beneficial resources and information
- Collaborate on the development and delivery of courses, programs and other projects
- Promote the retention and success of Aboriginal students
- Respond to employment and training needs within the communities of Nishnawbe Aski Nation
- Contribute to the advancement of self-governance, sustainable economic development and self-sufficiency within the communities of Nishnawbe Aski Nation

Partnership Agreements open the opportunity for negotiating a variety of specific Program Agreements to meet the needs of individuals and communities in Nishnawbe Aski Nation and across Northern Ontario. Our current partners include:

- Confederation College, Thunder Bay, ON
- Lakehead University, Thunder Bay, ON
- Northern Ontario School of Medicine, Thunder Bay, ON
- Cambrian College, Sudbury, ON
- Sault College, Sault Ste. Marie, ON
- Algoma University, Sault Ste. Marie, ON
- Nicola Valley Institute of Technology, Merritt, BC.
Program Advisory Committees

Program Advisory Committees consist of community educators, employers and leaders that possess expertise and knowledge within a particular program area. The role of the committee is to ensure the curriculum in each program equips the students with the required knowledge and skill sets for their chosen profession. The Program Advisory Committees ensure that best practices are identified and implemented and they provide guidance in the delivery of programs that support Nishnawbe Aski Nation’s culture, traditions, teachings, beliefs, language, values and lifestyles. The committees meet on a regular basis.
Human Resources

The OSHKI team that successfully provides culturally appropriate education and training to the people of Nishnawbe Aski and other learners for new beginnings and better tomorrows include:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Rosie S. Mosquito</td>
</tr>
<tr>
<td>Finance Director</td>
<td>Karen Bazilewich</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>Joanne Fox</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Rachel Fiddler</td>
</tr>
<tr>
<td>Program Director</td>
<td>Karen Peterson</td>
</tr>
<tr>
<td>Aboriginal Finance &amp; Business Program Co-ordinator</td>
<td>Lorrie Deschamps</td>
</tr>
<tr>
<td>Aboriginal Humanities Program Co-ordinator</td>
<td>Rhonda Turbide</td>
</tr>
<tr>
<td>Native Early Childhood Education Program Co-ordinator</td>
<td>Lori Parkinson</td>
</tr>
<tr>
<td>Personal Support Worker Program Co-ordinator</td>
<td>Jill Dolphin</td>
</tr>
<tr>
<td>e-Learning Co-ordinator</td>
<td>Gordon Kakegamic</td>
</tr>
<tr>
<td>Pre-Health Sciences Co-ordinator</td>
<td>Maureen Walker</td>
</tr>
<tr>
<td>Mining Essentials Co-ordinator</td>
<td>Marlon Gasporatto</td>
</tr>
<tr>
<td>Community Liaison &amp; Student Recruitment Officer</td>
<td>Dorothy Roberts</td>
</tr>
<tr>
<td>Student Support Worker</td>
<td>Rita Winter-Duncan</td>
</tr>
<tr>
<td>Web Developer</td>
<td>Daniel Tait</td>
</tr>
<tr>
<td>Academic Administrative Assistant</td>
<td>Marcia Chapman</td>
</tr>
</tbody>
</table>
Organizational Structure
Governance

The Oshki-Pimache-O-Win Education & Training Institute receives its mandate from Nishnawbe Aski Nation Resolution #96/64. It is governed by a Governing Council of nine members who bring a wide range of expertise and knowledge that support effective governance to fulfill OSHKI’s mission.

Governing Council Members

<table>
<thead>
<tr>
<th>NAME</th>
<th>FIRST NATION</th>
<th>TRIBAL COUNCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabian Batise, Chair</td>
<td>Constance Lake</td>
<td>Wabun Tribal Council</td>
</tr>
<tr>
<td>Arlene Meekis Jung, Secretary</td>
<td>Wawakapewin</td>
<td>Shibogama First Nations</td>
</tr>
<tr>
<td>William Harper</td>
<td>Koochiching</td>
<td>Windigo First Nations Council</td>
</tr>
<tr>
<td>Russell Kakepetum</td>
<td>Sandy Lake</td>
<td>Independent First Nation</td>
</tr>
<tr>
<td>Stephanie Bird</td>
<td>Lac Seul</td>
<td>Independent First Nations Alliance</td>
</tr>
<tr>
<td>Karla Kakegamic, Youth</td>
<td>Keewaywin</td>
<td>KO First Nations Council</td>
</tr>
<tr>
<td>Deputy Grand Chief Goyce Kakegamic</td>
<td>Keewaywin</td>
<td>Nishnawbe Aski Nation Ex Officio</td>
</tr>
</tbody>
</table>

There are two vacancies on the Governing Council that will be filled in the coming year.
Affiliation

Aboriginal Institutes Consortium (AIC)

The Oshki-Pimache-O-Win Education and Training Institute is a member of the Aboriginal Institutes Consortium. Established in 1994, the AIC advocates for the recognition of Aboriginal Institutes in Ontario for stable, sustainable funding to provide education and training to our people.

Neither the federal nor provincial governments have a policy on the programs offered by Aboriginal Institutes, nor how they should be funded. Facing financial uncertainties from year to year, the Aboriginal Institutes’ continued success in growth, student satisfaction and graduation completion rates were in jeopardy. The Honorable Bob Rae was retained to prepare a Position Paper entitled the Roadmap to Recognition for Aboriginal Institutes in Ontario. Completed in September, the Position Paper was widely distributed to the Ontario Government with resounding success. In December, Minister Reza Moridi of Training, Colleges and Universities agreed to develop a policy for Aboriginal Institutes in Ontario.

The AIC’s three long-term goals outlined in the Position Paper are: 1) secure sustainable funding; 2) achieve credential-granting status, and; 3) achieve status within the Ontario Postsecondary Education system. Taken together, these goals amount to “recognition”. The Aboriginal Institutes will pursue short-term strategies to build capacity, improve the case for recognition and define the roadmap to achieve these long-term goals.

Aboriginal Institutes Consortium Members:

- Anishnabek Education Institute
- First Nations Technical Institute
- Iohah:io Akwesasne Adult Education
- Kenjgewin Teg Educational Institute
- Oshki-Pimache-O-Win Education & Training Institute
- Six Nations Polytechnic

Acknowledgements

OSHKI gratefully acknowledges the financial support and investments provided by the following:

- Aboriginal Affairs and Northern Development Canada
- Colleges:
  - Cambrian College
  - Confederation College
  - Sault College
- Health Canada; First Nations Inuit Health Branch
- Human Resources and Skills Development Canada
- Ministry of Economic Development, Trade and Employment
- Ministry of Training, Colleges and Universities
- Nishnawbe Aski Nation
Financial Statements

Independent Auditor's Report

To the Governing Council of
Oshkoo-Pawnee-O-Win Education & Training Institute

We have audited the accompanying financial statements of Oshkoo-Pawnee-O-Win Education & Training Institute, which comprise the statement of financial position as at March 31, 2015, and the statements of operations and changes in fund balances, and cash flows, and a summary of significant accounting policies and other explanatory information.

Management’s responsibility for the financial statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion
In our opinion, the financial statements present fairly, in all material respects, the financial position of Oshkoo-Pawnee-O-Win Education & Training Institute as at March 31, 2015 and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Thunder Bay, Canada
July 29, 2015

Chartered Accountants
Licensed Public Accountants
OSHKI-PIMACHE-O-WIN EDUCATION & TRAINING INSTITUTE

STATEMENT OF FINANCIAL POSITION

MARCH 31, 2015

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$ 925,044</td>
<td>$ 620,971</td>
</tr>
<tr>
<td>Short-term investments (Note 3)</td>
<td>306,947</td>
<td>304,194</td>
</tr>
<tr>
<td>Accounts receivable (Note 4)</td>
<td>159,635</td>
<td>75,719</td>
</tr>
<tr>
<td>Harmonized Sales Tax receivable (Note 5)</td>
<td>40,761</td>
<td>212,148</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>9,151</td>
<td>1,954</td>
</tr>
<tr>
<td>CAPITAL ASSETS (Note 6)</td>
<td>1,441,538</td>
<td>1,214,986</td>
</tr>
<tr>
<td></td>
<td>277,684</td>
<td>346,894</td>
</tr>
<tr>
<td></td>
<td>$ 1,719,222</td>
<td>$ 1,561,880</td>
</tr>
</tbody>
</table>

| LIABILITIES | | |
| CURRENT | $ 132,543 | $ 226,018 |
| Accounts payable and accrued liabilities (Note 7) | 282,500 | 81,004 |
| Due to Aboriginal Affairs and Northern Development Canada (Note 8) | 96,663 | 231,668 |
| Due to Health Canada (Note 8) | 3,305 | 12,724 |
| Deferred revenue (Note 8) | 211,102 | - |
| Deferred Capital Contributions (Note 9) | 726,053 | 551,414 |
| | 172,103 | 258,155 |

| FUND BALANCES | | |
| ADMINISTRATION - Unrestricted | 118,720 | 66,807 |
| INTERNALLY RESTRICTED (Note 10) | 596,765 | 596,765 |
| INVESTED IN CAPITAL ASSETS | 108,581 | 88,739 |
| | 821,066 | 752,311 |
| | $ 1,719,222 | $ 1,561,880 |

APPROVED ON BEHALF OF COUNCIL. July 29, 2015