



OSHKI

Oshki-Pimache-O-Win
EDUCATION & TRAINING INSTITUTE



ANNUAL REPORT

2015 - 2016

A New Beginning

OUR IDENTITY | OUR WELL-BEING | OUR COMMUNITIES | OUR FUTURE



As a 5th semester student, my experience at OSHKI learning in the Aboriginal Early Childhood Education program has been very enjoyable. The teachers, staff and the whole environment are very welcoming. Two years has passed by very quickly, if you want it bad enough you will achieve it. I so would take another course with OSHKI in the future.

Raven Fiddler, Sandy Lake - Aboriginal Early Childhood Education Program



Contents

Overview	3
Message from the Chair	4
Message from the Executive Director.....	5
Programs	6
Program Delivery Model	12
Online and Distance Learning	13
Graduation 2015	18
Student Success Initiative.....	20
Elder-on-Campus Program.....	21
Recruitment at a Glance - 3 Stages	22
Website & Social Media	23
Community Outreach.....	24
Partnership Agreements	26
Program Advisory Committees.....	27
Human Resources	28
Organizational Structure	29
Governance	30
Affiliation	31
Acknowledgements	31
Financial Statements.....	32



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.



"I am ecstatic to say I teach at Oshki-Pimache-O-Win Education & Training Institute, to be given the opportunity to foster growth and progress among an amazing group of learners has been an enriching experience. The students' commitment to themselves and their communities is inspiring and makes teaching so much more fulfilling."
Jessica McLaughlin, Economic Development Unit Officer at NAN



Overview

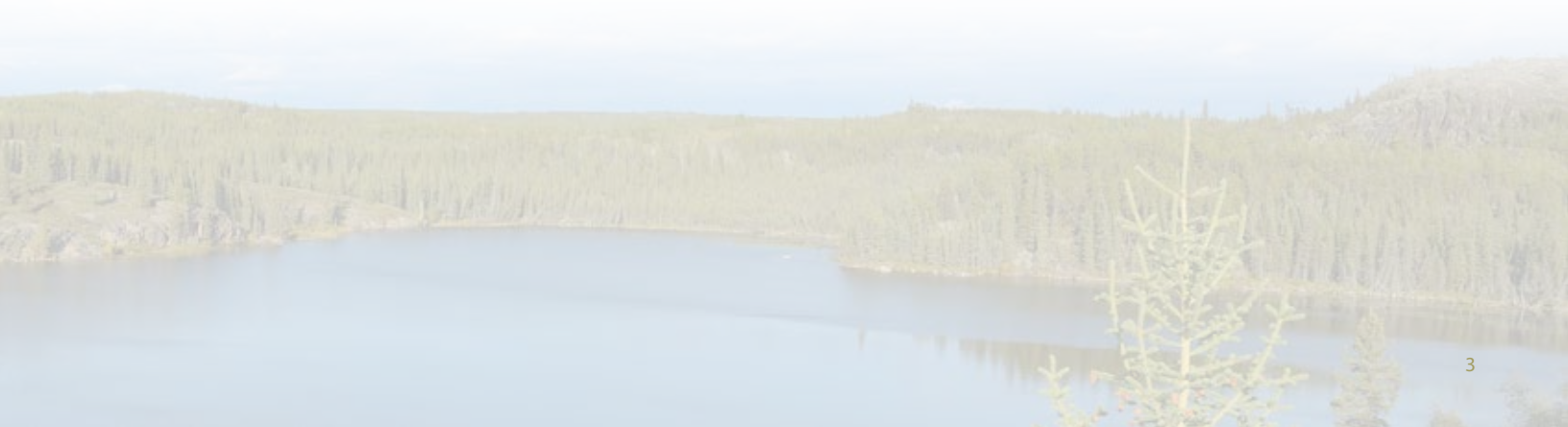
Oshki-Pimache-O-Win is an independent Education and Training Institution that was formally established in 2001 as a registered charitable not-for-profit corporation.

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	Mandate
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.	<ol style="list-style-type: none">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

On behalf of the Governing Council, I am pleased to submit the Annual Report of the Oshki-Pimache-O-Win Education and Training Institute for the 2015-2016 academic year.

In 1996 the Nishnawbe Aski Nation Education Committee and Chiefs stated we have to be very innovative in addressing the postsecondary education and training needs in the Nishnawbe Aski Nation territory as we move forward in the 21st century. We at OSHKI have developed unique and innovative education and training programs for our students. We are committed to delivering results on this call for action for new beginnings for our people through education and training. We inspire our students to be the best they can be for their well-being, families and communities.

In June 2015 we celebrated the achievements of 31 post-secondary graduates. OSHKI now has 202 post-secondary graduates. Our 'one of a kind' postsecondary program delivery model that blends classroom and distance learning makes it possible for our people to earn a postsecondary credential while maintaining their family, community and employment responsibilities at home.

In March 2016 we graduated our second cohort of Aboriginal Mining and Skilled Trades Entry Program students in partnership with the Goldcorp Musselwhite Mine. This was the first time a training program was held on an active mine site. Bill Gascon, General Manager, and his senior management team enthusiastically embraced and supported the program. Our innovative training model is being promoted as a best practice by the Mining Industry Human Resource Council.

We carried on our work with the Aboriginal Institutes Consortium and the Ministry of Training, Colleges and Universities to develop a Policy for the Recognition of Aboriginal Institutes in Ontario. Our policy goals are sustainable funding for our continued growth and student successes, to have credential granting status and to be an integral component of the postsecondary sector in Ontario. We want a Policy for Aboriginal Institutes to be in place as soon as possible. We want funding changes to be in the 2018 Ontario Budget. There is good will and a small window of opportunity available with the current Ontario government.

We hosted four leaders this past year: Sault College Dean Angelique Lemay, Cambrian College Dean Jean Brown, Ontario Regional Chief Isadore Day and Thunder Bay-Rainy River MP Don Rusnak.

On a fun note, OSHKI staff enjoyed participating in the 2015 Dragon Boat Race Festival in Thunder Bay. Former staff also joined in the fun by helping paddle the dragon boat. Participating in community events helps raise our profile among potential students.

Many thanks to my fellow Governing Council members, Management and Staff and the Chiefs of Nishnawbe Aski Nation for their work and continued support.



Sincerely,
Fabian Batise, Chair

Message from the Executive Director

Here at Oshki-Pimache-O-Win Education and Training Institute we have designed innovative models that bring education and training to our people through collaboration with community, education and industry partners.

We are proud of the Aboriginal Mining and Skilled Trades Entry Program (AMSTEP) students who successfully completed the program that was based at the Goldcorp Musselwhite Mine. In March we celebrated 10 graduates from two First Nations signatory communities of the Musselwhite Agreement, for a total of 23 AMSTEP graduates since the program began in 2015. AMSTEP provides Mining Essentials and skills training to Aboriginal youth to open their eyes to employment and education opportunities in mining.



In January a Learning Lab for the Aboriginal Early Childhood Education program students was launched. The AECE program has 55 graduates so far with six more in June 2016. Many AECE students attend the program with a full course load and work full-time in the daycare or school in their community. Seven students in the Social Services Worker - Native Specialization program are on the graduation track in June 2016; this will make a total of 41 graduates since the program started. Employer support for the working students is vital!

We have new partners! We are offering more programs. We are offering the Indigenous Wellness and Addictions Prevention Diploma Program this fall with Canadore College for community based workers working on wellness and addictions issues. There are more business programs. We are participating in a University of Toronto action research project. We escalated our outreach and recruitment activities for the Fall programs and travelled to more communities. We encourage students of all ages to pursue their education goals.

We are working hard with the Aboriginal Institutes Consortium and the Ministry of Training, Colleges and Universities to complete a Policy for Aboriginal Institutes. We want funding provisions in the 2018 Ontario Budget to address the chronic funding constraints and lack of secure funding and hurdles in the mainstream system that make it extremely difficult for us to offer accredited programs except in partnership with colleges and universities. We want separate but equal provisions for Aboriginal Institutes in the policy so that we can provide more innovative education and training programs that are needed in the NAN territory.

I am deeply grateful to the Nishnawbe Aski Nation leadership, Governing Council, Management and Staff for their support, commitment and hard work and look forward to continued success.

Kitchi Meegwetch,
Rosie S. Mosquito, Executive Director



Post Secondary Programs

Diploma

Aboriginal Early Childhood Education
Aboriginal Finance and Economic Planning
Social Service Worker-Native Specialization

Certificate

Business Fundamentals
Personal Support Worker
Pre-Health Sciences

Other Training and Professional Development

Aboriginal Mining and Skilled Trades Entry Program
Basic Radiological Technician Training Program
Life Skills Coach Certificate Training

OSHKI's unique and responsive programs are designed to meet the education 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 to build community and organizational capacity by offering flexibility, choice, accessibility and student support. Best practices 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 mode and/or student learning needs. OSHKI's innovative education and training approach helps OSHKI's students become strong and vibrant participants in their communities for the economy of today and tomorrow.

"Cambrian College is pleased to be part of the ongoing partnership with Oshki-Pimache-O-Win. For the past seven years, we have worked collaboratively to enrich the lives of children throughout North Western Ontario. Our combined initiative has resulted in the graduation of more than 60 Early Childhood Educators and we look forward to continuing our partnership for the years to come."

Jean Brown, Dean - Schools of Justice, Community Services, General Studies



Aboriginal Early Childhood Education (AECE)

In partnership with Cambrian College, Wabnode Centre for Aboriginal Services

This is a two-year, five-semester Diploma program. The delivery and content of the full-time program is culturally specific and relevant to First Nation communities. Students learn in the field with placements in early childhood education settings in Thunder Bay, as well as placements in their home communities.

- Aboriginal ECE 2015/17 Cohort 21 students enrolled and we currently have 17 full time students continuing their studies
- Aboriginal ECE 2014/16 Cohort – 6 students completed their final semester April 2016 and will graduating June 2016

The program is being offered again September 2016.

Education Mobility: Cambrian College has signed a number of agreements with universities that enhance student mobility between university and college. Upon completion of the program, graduates may access university opportunities at Laurentian University (Sudbury), Ryerson Polytechnic University (Toronto) and Nipissing University (North Bay). Oshki-Pimache-O-Win has an agreement with Lakehead University upon completion of the program.

We signed a partnership with OISE University of Toronto Now Play Research Project. The research goals are to support and track young children's oral language and writing development over time through a play-based assessment and instructional framework, and to build teaching capacity in northern rural communities. Our focus is on children, educators, families and community caregivers in northern rural communities.



Partner	OSHKI / Cambrian College	Credential Awarded	Ontario College Diploma
Campus	OSHKI	Program Length	5 Semesters



Aboriginal Finance and Economic Planning (AFEP)

In partnership with Confederation College

This five semester diploma program will equip students with the knowledge, skills and ethics to undertake the demands of financial management. The program provides graduates with the capabilities to advise in financial administration, capital projects, financial planning and marketing and includes a work placement to give student hands on experience. Graduates may find work in Aboriginal specific agencies, such as economic development corporations as well as main stream settings.

Confederation College partnered with the Aboriginal Financial Officers Association (AFOA) of Canada to offer OSHKI's AFEP graduates, courses that lead towards the Certified Aboriginal Management designation.

- AFEP 2014 cohort- 2 graduates
- AFEP 2015 cohort – 8 completed Semester 2



Partner	OSHKI / Confederation College	Credential Awarded	Ontario College Diploma
Campus	OSHKI	Program Length	5 Semesters



▲ Fifth Semester student Marissa McPherson on placement at the Economic Development Unit Officer's Office, Nishnawbe Aski Nation.

"If I could start my 2-year program with 3 school age kids, a 3 week old, and finish the course with honours - so can anyone else. You just need your own determination, because the staff here will do whatever they can to help you succeed."

Annie Otiquam, SSW Student - Pic River First Nation



Social Services Worker – Native Specialization (SSW-NS)

In partnership with Sault College



The Social Service Worker - Native Specialization provides the knowledge and skills to advocate for social justice in both Aboriginal and mainstream organizations to help empower individuals, families, and communities.

With a strong foundation in core social service worker skills, the program infuses an Aboriginal worldview throughout the curriculum. A new course, Incorporating Aboriginal Healing Methods into Practice was introduced. Students were exposed to different traditional healing methods including the use of medicines, ceremonies, sharing circles, and traditional healers to achieve spiritual, mental, physical and emotional balance. The course involves hands on experience with medicine and instruction on how to use traditional teachings with clients.

SSW-NS graduates will find employment at a variety of private, governmental, and Native Specific programs in areas of mental health, education, addictions, outreach, family services and social welfare.

SSW-NS graduates will be 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 2014/2016 Cohort 14 students enrolled; 7 students completed their final semester in April 2016 with graduation in June 2016
- SSW-NS 2015/2017 Cohort 10 students enrolled; 9 students continuing their studies
- As of March 2016, 34 SSW-NS students have graduated since 2009 when it began

The program is being offered again in September 2016.



Partner	OSHKI / Sault College	Credential Awarded	Ontario College Diploma
Campus	OSHKI	Program Length	5 Semesters

Business Fundamentals (BF)

In partnership with Confederation College



Whether your learning journey focuses on community businesses, on-line businesses or large corporations, the Business Fundamentals program gives you the knowledge, skills and attitudes to be successful. This two semester, certificate program will also allow student the flexibility of transitioning right into the Business Diploma program at OSHKI, or to apply directly to the second year of most business programs in Northern Ontario colleges. Your studies will include; accounting, business communications, computer applications, economics, human resource management, marketing, and more. Graduates of this program may find employment in a wide variety of organizations, small business, or work in administration positions in health or not-for profit business.

- 2015 cohort -4 students completed semester 2

This program is being offered in September 2016.

Partner	OSHKI / Confederation College	Credential Awarded	Ontario College Diploma
Campus	OSHKI	Program Length	3 Semesters



Personal Support Worker (PSW)

In partnership with Confederation College



The Personal Support Worker program prepares the student with a foundation and knowledge of current standards for bed side nursing, awareness for good nutritional support for a client as well as safe home management. The theoretical training is supplemented by teaching in full simulation at Confederation College itself. Further guidance and supervision is then offered at community and Long Term Care facilities throughout Thunder Bay. The student has the opportunity to gain great peer related skills in conjunction with working PSWs in institutions. A special module to create skills for coping with dementia care is also provided. Professional growth is promoted through various assignments and research done by the student. Where certification has been attained the student leaves OSHKI with a working resume and are ready for employment in health care for Long Term Care or agency or other community areas where certified workers are required.

- PSW 2014-2015 Cohort 7 students graduated

Currently the program is not offered in 2016.

Partner	OSHKI / Confederation College	Credential Awarded	Ontario College Certificate
Campus	OSHKI	Program Length	3 Semesters

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.

- PHS Cohort – 2 students graduated in 2015

Currently the program is not offered in 2016.

Partner	OSHKI / Confederation College	Credential Awarded	Ontario College Certificate
Campus	OSHKI	Program Length	3 Semesters

Program Delivery Model

OSHKI's unique program delivery model for post secondary programs blends on-campus, online and distance learning. This model increases the availability of education in remote Nishnawbe Aski communities and removes 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 maintain their family, employment and community responsibilities.

4 – 5 courses are delivered in each 15 week semester

Weeks 1 and 2	Weeks 3 thru 7	Weeks 8 and 9	Weeks 10 thru 15
ON-CAMPUS 8:30 a.m. – 8:30 p.m. DAILY	ON-LINE and/or Independent Study LECTURES 7:00 p.m. – 9:00 p.m.	ON-CAMPUS 8:30 a.m. – 8:30 p.m. DAILY	ON-LINE and/or Independent Study LECTURES 7:00 p.m. – 9:00 p.m.

Field Placement Organizations

Note: Field placements are required in some programs. Our students apply what they have learned and gain practical work experience in these organizations listed below.

- Algoma Day Care
- Ogden Day Care
- Grace Remus Day Care
- Woodcrest Day Care
- Mahmowenchike St Vincent
- Mahmowenchike St Ann
- Aboriginal Head Start
- Kinderplace Child Care
- George Jeffrey Day Care
- Little Lions Hyde Park
- Little Lions McKellar Park
- Step by Step Bayberry
- Step by Step Arthur
- Thunder Bay Indian Friendship Center
- ONWA
- Our Lady of Charity School
- Justice Ronald Lester Centre
- Shelter House
- Wequedong Lodge
- Ka-Na-Chi-Hih
- Mushiki
- Tikinagan
- Salvation Army
- Our Kids Count
- William Creighton 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.



▲ Pikangikum First Nation – Contact North Site

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.

Aboriginal Mining and Skilled Trades Entry Project (AMSTEP)

AMSTEP is a unique and innovative youth workforce development and training model that we designed to train Aboriginal youth for employment in the mining and skilled trade sectors, and to create local workforces that meet industry workforce needs. AMSTEP incorporates on-site delivery of skills training and work experience that provides Aboriginal youth with hands on experiences and on-the-job exposure to the mining industry.

We successfully graduated 23 out of 32 youth participants, a 72% success rate, and are now transitioning into employment or post-secondary education and training apprentices. These youth successfully completed an intensive 5-month, 800-hour skills training and work experience program at Goldcorp's Musselwhite Mine using a "2-weeks in/2-weeks out" training rotation.

The Mining Industry Human Resources Council will be publicly profiling our model of success to other Aboriginal communities and mining companies across Canada. In addition, the Prospectors & Developers Association of Canada has recognized our successes, and we presented AMSTEP as a best practice at the internationally renowned PDAC Convention which was held March 6-9, 2016, in Toronto, Ontario.

Partners: Goldcorp, Windigo First Nations Council, Shibogama First Nations Council, North Caribou Lake First Nation, Wunnumin Lake First Nation, Kingfisher Lake First Nation, Cat Lake First Nation, Mining Industry Human Resources Council, Cambrian College, Windigo Catering, Nishnawbe Aski Development Fund, and YES Employment Services

AMSTEP Program Delivery Model

SKILLS DEVELOPMENT	12 weeks or 480 hours
Community based delivery or Workplace base delivery	<ul style="list-style-type: none">• Mining Literacy (ON-LINE via www.Learning2Mine.ca)• Mining essentials• Pre-Trades (Mobile Trades Training Trailer)• WHMIS (ON-LINE)• First Aid/CPR• Culinary• Heavy Equipment Discovery (Simulators)• Goldcorp Site Introduction and Safety Training
WORK EXPERIENCE	8 weeks or 340 hours
Workplace based delivery (Musselwhite Mine site)	<ul style="list-style-type: none">• Work placements in various areas of the mine site using "2-weeks in/2-weeks out" work rotation
ENHANCED	26 weeks or 910 hours
Community based delivery	<ul style="list-style-type: none">• Academic and Career Entrance (Blended Learning)• Grade 12 Equivalency for transitioning into Post Secondary Apprenticeship Program

AMSTEP – First Program Intake

- March – July 2015
- 16 youth participants from North Caribou Lake First Nation and Wunnumin Lake First Nation
- 13 graduates

AMSTEP – Second Program Intake

- September 2015 – March 2016
- 16 youth participants from Cat Lake First Nation and Kingfisher Lake First Nation
- 10 graduates



Basic Radiological Technician Program (BRT)

This community based program provides instruction in limited practice x-ray technology to local health employees in nursing stations that have x-ray facilities. Students are taught skills to take basic x-ray images requested by a physician or nurse practitioner. This service provided by trained workers in the community eliminates the need for patients to travel to major centres for routine or non urgent x-rays.



The program is delivered on the request of the community and may involve one to three students at one time. There are no academic requirements for acceptance into the program. Each student is recommended by their First Nation.

The program is delivered in four phases that consist of a mix of theoretical and skills based practical learning. Students gain experience under the supervision of a Medical Radiologist between the phases. Each student is evaluated and given feedback during each phase. The start date for each individual is flexible, and the time for program completion varies, that depends on the amount of experience available in the community nursing station. The usual time of completion is 18 months to 2 years.

The final phase takes place on campus in Thunder Bay. During this session the students are assessed for competence in a simulated setting.

Graduate BRT's are supported and visited by instructors regularly and are required to take part in "refresher" programs to ensure a continuing acceptable standard of imaging in the communities.



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 2015, 16 participants, completed Phase 1, including OSHKI's Academic Administrative Assistant
- In October 2015, 9 participants, completed Phase 2, including OSHKI's Executive Assistant

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.

25 participants received the YWCA Life Skills Certificate of Completion.



Graduation 2015

Graduation 2015 was held on June 12, 2015. Families and friends witnessed 31 students graduate with hard earned diplomas and certificates. The master of ceremonies was Dobi-Dawn Frenette, Director of Education secretariat. Keynote speaker was Chief Lorraine Crane from Slate Falls First Nation.

Aboriginal Early Childhood Education Program - Diploma

Priscilla Adams – Whitefish Bay
Mandy Labelle – Long Lac
Darlene Beardy – Bearskin Lake
Marliyn Leask – Whitefish Bay
Lorelle Beardy – Bearskin Lake
Ginny Loon – Grassy Narrows
Arlene Chapman – Bearskin Lake
Roxanne Loon – Grassy Narrows
Briana Copenace – Whitefish Bay
Nessie Mawakeesick – Deer Lake
Forrest Copenace – Whitefish Bay
Mandy Shebagabow - Long Lac
Hans Fobister – Grassy Narrows
Jackie Swain – Grassy Narrows
Sheri Godin – Grassy Narrows
Charlotte White – Whitefish Bay
Lena Joseph – Whitefish Bay

AMSTEP Program Intake 1 Graduates (July 30, 2015)

Chantal Chikane – North Caribou Lake
Theron Chikane – North Caribou Lake
Justin Williams – North Caribou Lake
Kenny Quequish – North Caribou Lake
Nile Jeremiah – North Caribou Lake
Randall Petawanick – North Caribou Lake
Ashley Keewasin-McKay – Wunnumin Lake
Joanna Bighead – Wunnumin Lake
John Childsforever – Wunnumin Lake
Kyle McKay – Wunnumin Lake
Zedikiah Briskett – Wunnumin Lake
Lenny McKay – Wunnumin Lake

Social Service Worker Native Specialization Program – Diploma

Tina Achneepineskum – Constance Lake
Hilda Bottle – Lac Seul
Jessie Duncan – Muskrat Dam
Louise Esquega – Sand Point
Jeanette Godin – Timiskaming
Roberta Mattiinas – Constance Lake
Donna Roundhead – Mishkeegogamang
Clifford Tait – Sachigo Lake

Business Fundamentals – Certificate

Stanley Gliddy – Wunnumin Lake
Samarya Ineese – Constance Lake
Lefty Kamenawatamin – Bearskin Lake
Ginette Magiskan – Aroland
Jessie Magiskan – Aroland
Rachel Wesley – Cat Lake

AMSTEP Program Intake 2 Graduates (March 10, 2016)

Damon Ernie Wesley – Cat Lake
Peter Gordon Oombash – Cat Lake
Kiersten Danielle Oombash – Cat Lake
Ty Wesley Oombash – Cat Lake
Marcel Dwayne oombash – Cat Lake
Kyra Rayanne Liz Wesley – Cat Lake
Jamie James Tait – Kingfisher Lake
Kevin Thomas Winter – Kingfisher Lake
Andrea Grace Marie Apetawakeesic – North Caribou Lake
David Wesley – Kingfisher Lake



Governing Council Medal for Outstanding Academic Achievement

OSHKI awarded the fifth Governing Council medal for outstanding academic achievement to Roxanne Loon from Grassy Narrows First Nation. Roxanne's 4.0 Grade Point Average achieved in the midst of working full-time while taking the Aboriginal Early Childhood Education Program.



Student Success Initiative

The success of all our students is important to us. We provide a broad range of services to support our students to achieve academic success:

- Academic counseling through one-on-one or group tutoring by faculty members
- Peer counseling
- Cultural supports that include potlucks when seasons change
- referrals for personal counselling to other service organizations

New this year was the 'Lunch and Learn' for our students. We brought in special guests and role models to inspire our students: Erin Kakepetum who works at the Royal Bank; Don Rusnak, Member of Parliament; Ontario Regional Chief Isadore Day, and; Elder Josephine Mandamin.

Student Orientation

An intensive three day orientation for our new students is the centre piece of our student success initiative. Workshops designed for student success and retention workshops are held at the beginning of each academic year. Workshops include culturally appropriate learning strategies, study skills, time management and student roles and responsibilities. Students are introduced to their Program Coordinators. The e-Learning Coordinator provides instruction on the use of the e-learning platforms and technology for the distance learning components of the programs. Recreational activities are organized to promote team building among the students.

Our students also had an opportunity to attend the 2nd Maadaadizi Aboriginal Student Orientation, a collaborative event with Oshki-Pimache-O-Win Education & Training Institute, Confederation College, Lakehead University, Seven Generations Education Institute, Northern Nishnawbe Education Council, Matawa First Nations Council, Fort William First Nation and Eabametoong First Nation. The goal of this event is to welcome and inspire our new students.



Elder-on-Campus Program

Elder Brenda Mason provides cultural support services to our students that include sharing circles, cultural teachings and counselling in our Migizi Cultural Room. Traditional teachings, reflections and sharing circles are also shared with faculty and staff. Our Elder-On-Campus program is an integral student support service.



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

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.

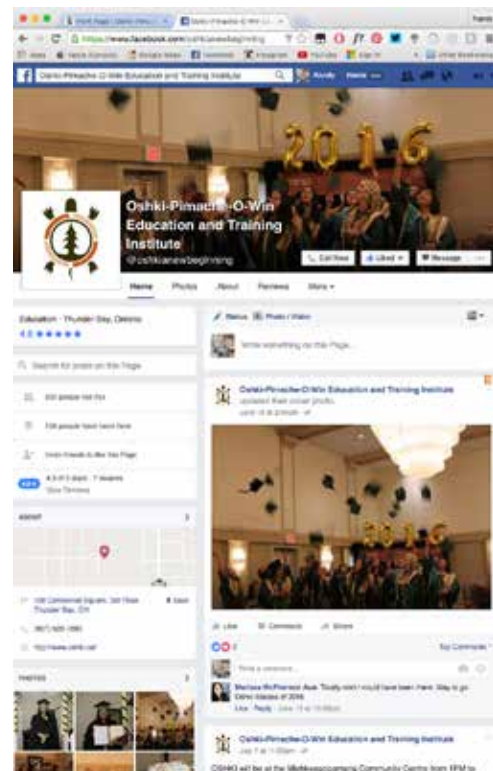
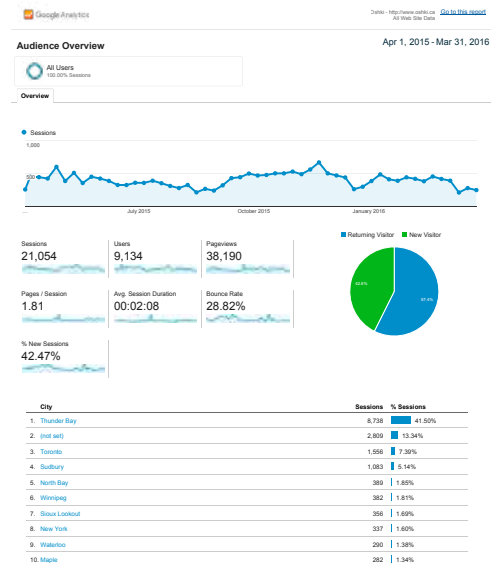
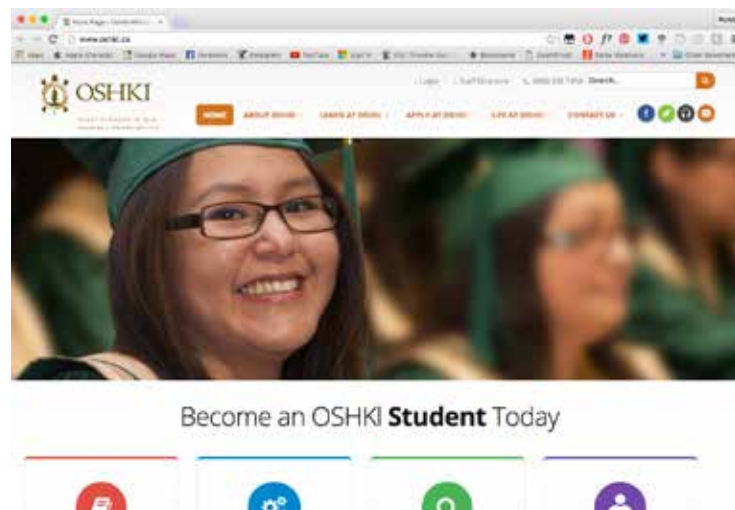


Website & Social Media

OSHKI website is now the go-to tool that students use to make selections about the programs they wish to take and the colleges they want to attend. The fresh face on our opening page is a warm invitation to search further into our offerings. Although most of our applications still come by e-mail and fax, almost all our students have checked out the website and visited all four main web areas before they have applied to a program. Visuals of the campus and our staff directory help to create a sense of community and elevate the natural anxiety of a new adventure. Registering on-line continues to increase in popularity, particularly with the more computer relevant learners. Google analytic allows OSHKI to measure the number of viewers and the communities they come from, which is helpful in making the best use of our advertising and travel dollars.

Facebook has also been an increasing attractive tool for our institution as well as individual programs. Inquiries are quickly answered and OSHKI events and announcements can be easily shared with current, past and future learners. Facebook is used extensively in the northern communities by all age groups. We now find it most effective to announce our community visits.

Our programs have their own closed and monitored Facebook groups. Some groups have also utilized the Facebook messenger, which works much like texting, to send messages to their classmates. Students use it to support, inform and socialize in a most positive way. The collaborative environment that this technology has created is very encouraging.



Community Outreach

We keep in touch with community members, educators and leaders through community visits, career fairs and conferences. We explain our programs, and unique delivery system to prospective students and help them match their career or educational goals with our programs.

Community Visits

Nishnawbe Aski Nation

- Kingfisher Lake First Nation
- Kitchenuhmaykoosib Lake First Nation
- Poplar Hill First Nation
- North Spirit Lake First Nation
- Mishkeegogamang First Nation
- Bearskin Lake First Nation
- Cat Lake First Nation
- Aroland First Nation

- Sandy Lake First Nation
- Weagamow First Nation
- Nibinamik First Nation
- Kasabonika Lake First Nation
- Ginoogaming First Nation
- Fort Severn First Nation
- Muskrat Dam First Nation
- Fort Albany First Nation
- Sachigo Lake First Nation

- Wunnumin Lake First Nation
- Constance Lake First Nation

Other First Nations

- Saugeen First Nation
- Pays Plat First Nation
- Lake Helen First Nation
- Biinjtiwabik Zaaging Anishnabek First Nation
- Whitesand First Nation

Conferences, Career Fairs & Presentations

- Sachigo Lake First Nation Career Fair, April 2015
- Forestry Expo, April 2015
- Lac Seul First Nation Career Fair, April 2015
- Northwestern Ontario Mines & Mineral Symposium April, 2015
- Canadian Mining Expo in Timmins, April 2015
- Neskantaga First Nation Career Fair, May 2015
- Pikangikum First Nation Career Fair, May 2015
- Marten Falls First Nation Career Fair, June 2015
- Nibinamik First Nation Health / Career Fair, June 2015
- Aboriginal Partnership Exchange, June 2015
- Ontario Native Education Counselling Association Conference, June 2015
- Empowering the Spirit of the Child, July 2015
- Canadian Lakehead Exhibition Booth, August 2015
- Gull Bay First Nation Career Fair, August 2015
- Whitesand Health First Nation Fair, August 2015
- Keewaywin Conference, August 2015
- NAN Working Together for Student Success Orientation, September 2015
- Champions of Change Conference, November 2015
- Anishinabe Mushkiki Presentation / Information Session, November 2015
- Education Partnership Program Conference, January 2016
- Healthy Babies Healthy Children Fetal Alcohol Spectrum Disorder Child Nutrition Annual Conference, January 2016
- Tikinagan Social Services Presentation, February 2016
- Muskrat Dam First Nation Career Fair, February 2016
- Pelican Falls Career Fair, February 2016
- Matawa New Beginning Education Conference, March 2016
- NAN Working Together for Student Success Orientation, September 2015
- YES Employment Presentation, June 2015
- NADF Mining Summit, January 2016
- Annual Post-Secondary Education Summit, November 2015
- Couchiching First Nation Career Fair, May 2015
- Constance Lake First Nation Career Fair, February 2016



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.

AFEP Advisory

Brian Davey
Jocelyn Fiddler
Alain Gosselin
Marlon Gasparotto
Jessica McLaughlin
Charmaine McCraw
Theresa Oombash
Dorothy Roberts

AECE Advisory

Erin Morrison
Shelley Franceshini
Lori Drazenovich
Stephanie Paavola
Serena Essex
Paula Koivisto
Ronalda Doxtater Wynn
Lori Huston

SSW-NS Advisory

Elizabeth Kakegamic
James Brown
Lorraine Crane
Mary Lou Winters
Donna Roundhead
Claudia Otto
Rhonda Turbide



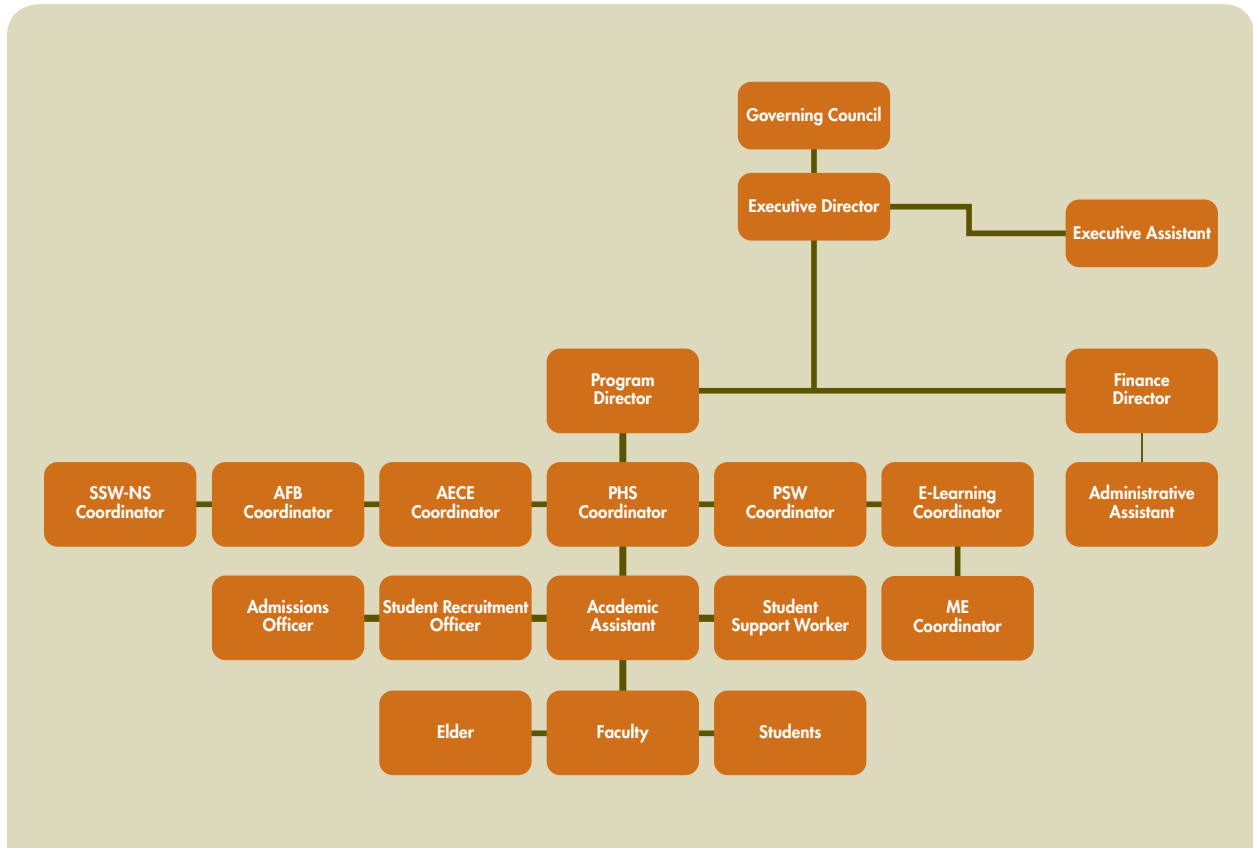
Human Resources

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:

POSITION	NAME
Executive Director	Rosie S. Mosquito
Finance Director	Karen Bazilewich (Feb. 2016) Gary Bruyere (Mar. 2016)
Executive Assistant	Joanne Fox
Administrative Assistant	Rachel Fiddler
Program Director	Karen Peterson (Feb. 2016) Lorrie Deschamps (Mar. 2016)
Assistant Program Director	Lorrie Deschamps
Aboriginal Humanities Program Co-ordinator	Rhonda Turbide
Aboriginal Early Childhood Education Program Co-ordinator	Lori Huston
Personal Support Worker Program Co-ordinator	Jill Dolphin
e-Learning Co-ordinator	Gordon Kakegamic
Mining Essentials Co-ordinator	Marlon Gasporatto
Aboriginal Finance and Business Program Co-ordinator	Dorothy Roberts
Student Support Worker	Rita Winter-Duncan
Community Liaison & Student Recruitment Officer	Daniel Tait
Academic Administrative Assistant	Marcia Chapman
Admissions Officer	Curtis Drake



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 arrange of expertise and knowledge that support effective governance to fulfill OSHKI's mission.

Governing Council Members

NAME	FIRST NATION	TRIBAL COUNCIL
Fabian Batise, Chair	Matachewan	Wabun Tribal Council
Arlene Meekis Jung, Secretary	Wawakapewin	Shibogama First Nations
William Harper	Koocheching	Windigo First Nations Council
Russell Kakepetum	Sandy Lake	Independent First Nation
Stephanie Bird	Lac Seul	Independent First Nations Alliance
Karla Kakegamic, Youth	Keewaywin	KO First Nations Council
Deputy Grand Chief Derek Fox	Bearskin Lake	Nishnawbe Aski Nation Ex Officio
Sarah Waboose, Elder	Eabametoong	Matawa First Nations

There is one vacancy on the Governing Council that will be filled in the coming year.



Affiliation

Aboriginal Institutes Consortium (AIC)

The AIC was established in 1994 to advocate for the recognition of Aboriginal Institutes and to secure stable, sustainable funding for our Institutes.

In response to the AIC Roadmap to Recognition of Aboriginal Institutes in Ontario Position Paper, in June 2015 the Minister of Training, Colleges and Universities agreed to develop a policy for Aboriginal Institutes in Ontario. The three long-term goals are to: 1) secure sustainable funding; 2) achieve credential-granting status, and; 3) achieve status within the Ontario Postsecondary Education system. Together, these goals amount to “recognition”.

We have informed Ontario that we want a policy that:

- recognizes that Aboriginal Institutes make a unique and valuable contribution to the postsecondary education system for our people
- recognizes that we are indigenous controlled and will remain indigenous controlled
- provided separate but equal status for our Institutes in relation to colleges and universities
- provides stable and secure core funding for Aboriginal Institutes and remove barriers to allow our Institutes to access capital and special grants available to colleges and universities
- enables Aboriginal Institutes to obtain credential granting status and accreditation

Aboriginal Institutes Consortium Members:

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

Acknowledgements

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

- **Indigenous and Northern Affairs 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, Employment and Infrastructure**
- **Ministry of Training, Colleges and Universities**
- **Goldcorp Inc.**

Financial Statements

OSHKI-PIMACHE-O-WIN EDUCATION & TRAINING INSTITUTE

STATEMENT OF FINANCIAL POSITION

MARCH 31, 2016

ASSETS

	<u>2016</u>	<u>2015</u>
CURRENT		
Cash	\$ 405,071	\$ 925,044
Short-term investments (Note 3)	309,710	306,947
Accounts receivable (Note 4)	682,687	159,635
Harmonized Sales Tax receivable (Note 5)	62,620	40,761
Prepaid expenses	<u>32,580</u>	<u>9,151</u>
	1,492,668	1,441,538
CAPITAL ASSETS (Note 6)	<u>239,294</u>	<u>277,684</u>
	<u>\$ 1,731,962</u>	<u>\$ 1,719,222</u>

LIABILITIES

CURRENT		
Accounts payable and accrued liabilities (Note 7)	\$ 312,339	\$ 132,543
Due to Ministry of Training, Colleges and Universities	17,769	-
Due to Indigenous and Northern Affairs Canada	284,550	282,500
Due to Health Canada	117,142	96,603
Due to Ministry of Aboriginal Affairs	3,305	3,305
Deferred revenue (Note 8)	<u>-</u>	<u>211,102</u>
	735,105	726,053
Deferred Capital Contributions (Note 9)	<u>86,052</u>	<u>172,103</u>

FUND BALANCES

ADMINISTRATION - Unrestricted	160,797	118,720
INTERNALLY RESTRICTED (Note 10)	596,765	596,765
INVESTED IN CAPITAL ASSETS	<u>153,243</u>	<u>105,581</u>
	910,805	821,066
	<u>\$ 1,731,962</u>	<u>\$ 1,719,222</u>

APPROVED ON BEHALF OF COUNCIL



July 26, 2016



Independent Auditor's Report

To the Governing Council of
Oshki-Pimache-O-Win Education & Training Institute

We have audited the accompanying financial statements of Oshki-Pimache-O-Win Education & Training Institute, which comprise the statement of financial position as at March 31, 2016, 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

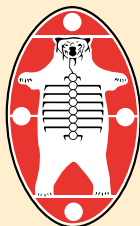
In our opinion, the financial statements present fairly, in all material respects, the financial position of Oshki-Pimache-O-Win Education & Training Institute as at March 31, 2016 and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Grant Thornton LLP

Thunder Bay, Canada
July 18, 2016

Chartered Professional Accountants
Licensed Public Accountants

1



www.oshki.ca

106 Centennial Square, 3rd Floor, Thunder Bay, ON P7E 1H3
 Phone: 807.626.1880 Fax: 807.622.1818 Toll Free: 866.63.OSHKI (67454)
info@oshki.ca