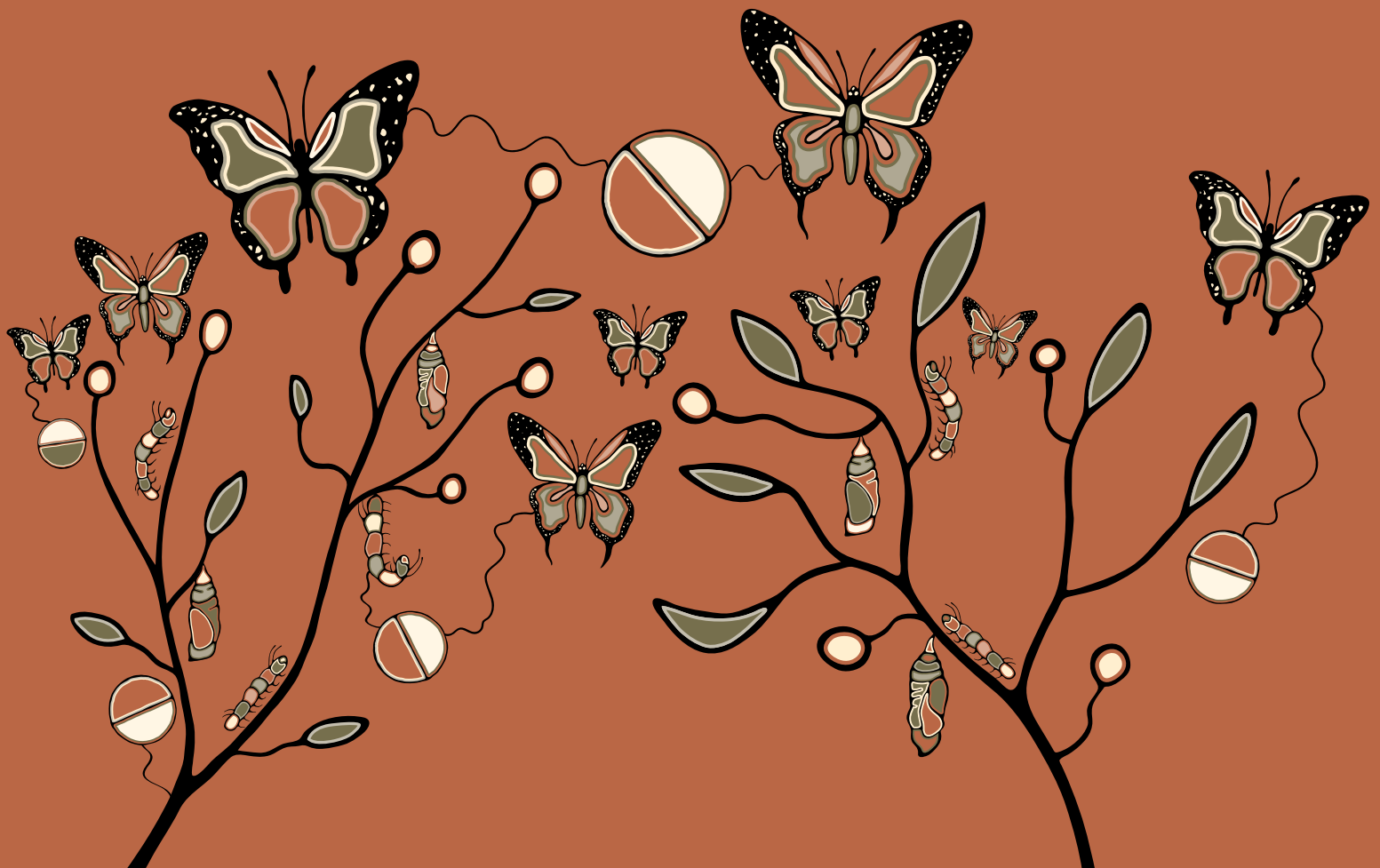




# OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE

## ANNUAL REPORT 2017-2018





*I am grateful to OSHKI-WENJACK for the new opportunities and new path it has taken me. I have learned that colonization, residential school, addictions and trauma are all connected. With this new awareness, it will help me, help others who are impacted. I would like to thank the awesome instructors, the Elder and staff for all their patience and support.*

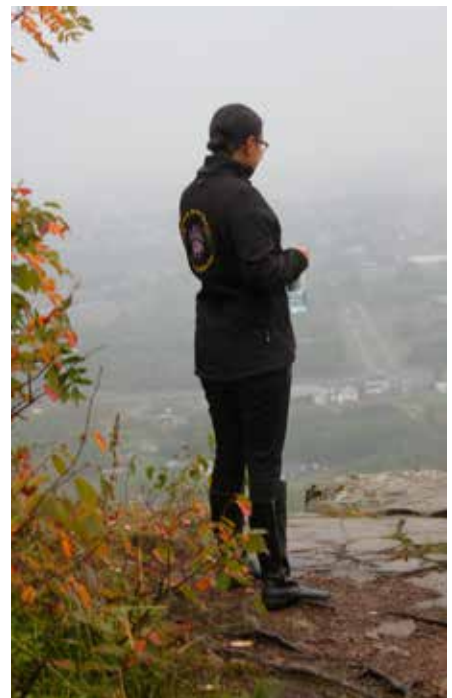
*Timothy Fox, Bearskin Lake*



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*“Oshki-Pimache-O-Win: The Wenjack Education Institute cares about meeting the social and academic needs of all its students. Because of this, it believes in providing support, development and encouragement for all its faculty. Strong teachers create strong students. At OSHKI-WENJACK, teachers are given all they need to develop and perfect their craft, while meeting the unique needs of the students they are so passionate about.”*

*Kristina Baraskewich, Instructor*



## Overview

Oshki-Pimache-O-Win: The Wenjack Education Institute 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-WENJACK 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-WENJACK 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-WENJACK 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"><li>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.</li><li>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.</li><li>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.</li></ol>



## *Message from the Chair*

I am pleased to submit the Annual Report of the Oshki-Pimache-O-Win: The Wenjack Education Institute on behalf of the Governing Council for the 2017-2018 academic year.

This year marks several significant changes. Our name changed to Oshki-Pimache-O-Win: The Wenjack Education Institute to honour the late Chanie Wenjack, who died on the railway tracks while attempting to walk home to Marten Falls after escaping from residential school in 1966. Our new name and logo that incorporates an image of Chanie on the railroad were celebrated at the Nishnawbe Aski Nation Chiefs Assembly in January. While tragic, the story of Chanie also symbolizes the resilience of our people to survive in spite of years of assimilation policies.



This year we welcomed three new members to the Governing Council: Lynda Beardy for the Independent First Nations Alliance, Lawrence Thierrault for the Matawa First Nations Council and Miranda Chookomolin as the Youth representative. In December, we held Governance training sessions. We also embraced technology by conducting paperless council meetings.

As part of the Aboriginal Institutes Consortium, we successfully negotiated the historic Indigenous Institutes Act that received royal assent on December 2017; it was negotiated through a robust co-creation process with the Ontario government that was based on a foundation of goodwill, respect, reconciliation and trust. This legislation creates the indigenous postsecondary education pillar in Ontario, provides a legislative base for secure, sustainable funding that will enable us to provide education and training programs with certainty, and to grant our own OSHKI-WENJACK diplomas, certificates and degrees. In the coming year the work will continue with Ontario to implement the Indigenous Institutes Act.

I once again extend my deepest appreciation to my fellow Governing Council members, Management and Staff, and the Chiefs and Executive Council of Nishnawbe Aski Nation for their work and continued support.

Sincerely,  
Fabian Batise, Chair





OSHKI-WENJACK  
OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE

## *Message from the Executive Director*

The OSHKI-WENJACK team works hard to implement our mission to provide new beginnings for our people through success in education and training. There was growth in post-secondary graduates this academic year with 51 graduates in June 2017, with 31 receiving diplomas and 20 with certificates. We have now celebrated the successes of 285 post-secondary graduates over the past 12 years. We also celebrated 13 graduates from the Aboriginal Mining and Skilled Trades Entry Project program, the first delivery of this program in Thunder Bay.



We launched our custom-built Mobile Trades Trailer Lab, acquired through funding from Innovation, Science and Technology Canada at the NAN Chiefs Assembly in January. We now require funding to provide trades training to community members using the Mobile Trades Lab to meet the skills trades needed in our communities and by industry.

As Chair of the Aboriginal Institutes Consortium significant time was involved in two major achievements: 1) the work leading to the \$56M announced in the Ontario Budget 2017 in April to be rolled out to the nine member institutes over three years, and; 2) the negotiation of the historic Indigenous Institutes Act that resulted in its successful passage in December.

OSHKI-WENJACK's share of Ontario's investments for the 2017-18 academic year increased about 180 % from last year's provincial funding. The new funding was used to expand our internal capacity creating several new positions to accommodate program growth, an increase in students and to prepare for the accreditation process to grant our own credentials. The Practical Nursing Program was new. New programs for the 2018/2019 academic year will include Police Foundations and the Aboriginal Classroom Assistant.

In January, a community-based delivery of the Indigenous Wellness and Addictions Prevention Diploma Program was started in Pikangikum First Nation to create local mental health workers. There are more community based program delivery requests across the NAN territory. We look forward to the day when we have sufficient federal and provincial funding to provide education and training programs to our community members for healthy, strong and vibrant communities.

I am deeply grateful for the unwavering support and direction from the Governing Council, the political support from Nishnawbe Aski Nation Chiefs and Executive Council that was especially vital this year for the historic Indigenous Institutes Act and the commitment and hard work of the Management and Staff that has together resulted in our successes at OSHKI-WENJACK.

Kitchi Meegwetch,  
Rosie S. Mosquito, Executive Director



## **Post Secondary Programs**

### **Diploma**

Business Diploma

Chemical Addictions Worker

Indigenous Early Childhood Education

Indigenous Wellness and Addictions Prevention

Social Service Worker – Native Specialization

### **Other Training & Professional Development**

Basic Radiological Technician Training Program

Indigenous ECE Leadership - Professional Development Program (IECEPDP)

On-Call Workers Certificate

OSHKI-WENJACK's unique and responsive programs are designed to meet the education and training needs of Indigenous 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-WENJACK's innovative education and training approach helps OSHKI-WENJACK's students become strong and vibrant participants in their communities for the economy of today and tomorrow.



*“OSHKI-WENJACK offered me a learning experience where I felt comfortable and encouraged. I especially like the personal attention that you get from everyone here. The kitchen is where you can often find me. We can cook our own meals which is healthier and saves us money and OSHKI-WENJACK often has food available for us. I am happy that I chose to come here to get my education.”*

*Katherine Albany – Wapekeka First Nation*



## Business Diploma

The Business Diploma program offers students a broad range of skills that they can apply to their professional and personal lives. It is a unique program where students can be granted a Business Fundamentals certificate after the first two semesters and continue on to receive their Business Diploma after they successfully complete the course requirements in two more semesters. Graduates of the Diploma program are prepared for a future in business management, office management or entrepreneurship. Our program also teaches valuable social responsibility, leadership, networking and team work skills.



<b>Partner</b>	OSHKI-WENJACK / Confederation College	<b>Credential Awarded</b>	Ontario College Diploma
<b>Campus</b>	OSHKI-WENJACK	<b>Program Length</b>	4 Semesters





## Chemical Addictions Worker (CAW)

The Chemical Addictions Worker program provides core skills required for First Nations Wellness Addictions Workers, and includes Aboriginal specific content. This program will assist individuals who currently are Alcohol and Drug Counsellors and/or Addictions Workers, who may need to obtain professional development to meet job requirements. In addition this program is open to individuals who wish to seek employment in the addictions field.



- Chemical Addictions Certificate Program 2017 – 10 graduates
- Chemical Addictions Diploma Cohort 2017 – 13 students enrolled

<b>Partner</b>	OSHKI-WENJACK / Nicola Valley Institute of Technology	<b>Credential Awarded</b>	Certificate and Diploma
<b>Campus</b>	OSHKI-WENJACK	<b>Program Length</b>	1 Year



*“During my time at OSHKI-WENJACK, I welcomed my second son in my second semester of study; because of OSHKI-WENJACK and the support of my family, I was able to successfully complete the program.”*

*Diana Hudson, Kitchenuhmaykoosib Inninuwug First Nation*



## Indigenous Early Childhood Education (ECE)



This program is offered in response to an increased demand for Early Childhood Educators in First Nations communities and in Ontario; Students can expect to receive training that is a combination of practice ready understandings, abilities, and approaches employers are seeking with considerations to First Nations community needs.

Students find careers working in partnership with teachers in community classrooms, Aboriginal Headstart programs, as well as other unique early learning environments.

This is a two-year, five-semester diploma program. OSHKI-WENJACK's unique delivery model is used which is beneficial for Indigenous students living in the north. The model specifically designed to include open and inclusive practices of Indigenous ways. Graduates of our program are committed to early learning in their First Nations Communities.

OSHKI-WENJACK's one of its kind ECE indigenous learning lab provides cultural teaching resources for the students during field practicums in Thunder Bay and support the course learning outcomes.

- ECE 2016/18 Cohort – 9 students completed their final semester in April 2018 and will graduate in June 2018
- ECE 2017/19 Cohort – 17 students enrolled and we currently have 15 full-time students continuing their studies

The ECE Diploma program will be offered September 2018.

<b>Partner</b>	OSHKI-WENJACK / Canadore College	<b>Credential Awarded</b>	Ontario College Diploma
<b>Campus</b>	OSHKI-WENJACK	<b>Program Length</b>	5 Semesters







## Indigenous Wellness and Addictions Prevention (IWAP)



Students learn cultural and mainstream approaches to addictions counselling.

Training ranges from pharmacology to traditional methods including Sacred Circles, Teaching/Learning Circles, and the use of the four sacred medicines – tobacco, cedar, sage and sweet grass. The five-semester diploma program provides students with the knowledge and skills to work in alcohol and drug treatment centres, family resource centres, substance abuse counselling and treatment centres.

- IWAP 2016 January cohort has 8 students in fifth semester
- IWAP 2017 September cohort, 11 students have completed second semester

### Community based delivery in Pikangikum First Nation.

Pikangikum First Nation received funding from Ontario to hire up to 20 Mental Health Workers. To build local capacity we started an IWAP cohort in January 2018 with 17 students enrolled in the program. The first and fifth semesters will be delivered through our blended delivery, and the three semesters will be community based. The majority of the students are front line workers employed by the Health Authority. The students look forward to using their new skills in the community.

<b>Partner</b>	OSHKI-WENJACK / Canadore College / Pikangikum H.A.	<b>Credential Awarded</b>	Ontario College Certificate
<b>Campus</b>	OSHKI-WENJACK	<b>Program Length</b>	5 Semesters



*"It was important for me to decolonize my education and I am so grateful I was able to attend OSHKI-WENJACK, an Indigenous institution that values our traditions and culture as much as western academics."*

*Summer Lavallee, Whitefish River First Nation*



## Social Services Worker – Native Specialization (SSW-NS)



**SAULT  
COLLEGE**

The Social Service Worker - Native Specialization provide the skills as a social service worker to advocate for social justice in both Indigenous and mainstream organizations to help empower individuals, families, and communities. This five-semester diploma program gives the students enhanced knowledge to provide clients with support they need to overcome barriers they may face in their lives. With a strong foundation in core social service worker skills, the program infuses an Indigenous worldview throughout the curriculum. The program involves hands on experiences with medicines and instructions on how to use traditional teachings with clients.

Students are eligible to register with the College of Social Work and Social Service Workers upon completion of the program.

- SSW-NS 2016 cohort, 6 graduates (two students with 4.0 GPA)
- SSW-NS 2017 cohort, 10 students enrolled and we currently have 7 full-time students continuing their studies

As of June 2018, 48 SSW-NS students have graduated since 2009 when it began.

<b>Partner</b>	OSHKI-WENJACK / Sault College	<b>Credential Awarded</b>	Ontario College Diploma
<b>Campus</b>	OSHKI-WENJACK	<b>Program Length</b>	5 Semesters



## Program Delivery Model

OSHKI-WENJACK's unique program delivery model for post secondary programs blends on-campus, online and distance learning. This model takes post secondary education to indigenous learners living in remote Nishnawbe Aski communities and removes many barriers to post secondary education they experience living in the north. OSHKI-WENJACK 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-WENJACK graduates are well positioned to capture the new jobs predicted for the Ring of Fire as well as other resource development sectors. OSHKI-WENJACK students learn as a group and attend both on-campus and virtual classrooms to receive lectures, course materials and support.

### 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.

## Placement Agencies for ECE, SSW-NS, & Practical Nursing students:

- Algoma Day Care
- Nanabijou Childcare Centre
- Ogden Child Care Centre
- Grace Remus Day Care
- Woodcrest Day Care
- Mahmowenchike Family Development Centre
- Shkoday Abinojiwak Obimiwedoan Aboriginal Head Start
- Kinderplace Child Care Centre
- George Jeffrey Day Care
- Little Lions Hyde Park
- Little Lions McKellar Park
- Step by Step Bayberry
- Thunder Bay Indigenous Friendship Center
- Ontario Native Women's Association
- Dennis Franklin Cromarty High School
- Beendigen Inc.
- John Howard Society
- Multicultural Association of Northwestern Ontario Multicultural Youth Centre
- Dilico Mental Health and Addictions Program
- Kiikenomaga Kikenjigewen Employment & Training Service
- Wequedong Lodge
- Ka-Na-Chi-Hih Solvent Abuse Treatment Centre
- Shelter House
- Mushiki
- Tikinagan Child & Family Services
- Nishnawbe-Aski Nation
- Pinewood Court
- Roseview Manor Long Term Care
- Children's Aid Society of Thunder Bay District
- Schoolhouse Playcare Centre of Lakehead Inc
- Little Lions Waldorf Daycare & Kindergarten - McKellar Park School
- Little Lions Waldorf Daycare & Kindergarten - Clarke St
- C.D Howe School
- Centre Grandir enFrancais





## ***Online and Mobile 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.

### **Mobile Learning through Rumie Tablets**

2017-18 academic year, OSHKI-WENJACK piloted new Rumie Tablets to enhance and support students' learning, holistic well-being, and successful transition to student life at OSHKI-WENJACK.

## ***Mobile Trades Training Lab: A New Paradigm in Apprenticeship and Trades Training***

In 2016, OSHKI-WENJACK received capital funding to build a customized state of the art Mobile Trades Training Lab, with a supply trailer which holds all necessary equipment and tools for Level One Apprenticeship training in six (6) trades: carpentry, welding, plumbing, millwright, electrical and mechanical. Trades training programs will be offered. Significant benefits for learners in First Nation communities and regionally, will include:

- Increased labour market participation for NAN First Nations members resulting in improved job opportunities, increased wages and higher employment. A trade diploma can increase a person's earnings by approximately 27% compared to those without a high school diploma;
- Increased number of skilled tradespeople within the First Nation communities; and
- Proactively addressing the significant labour shortages in the trades, needed by both existing and emerging industries throughout Northern Ontario.

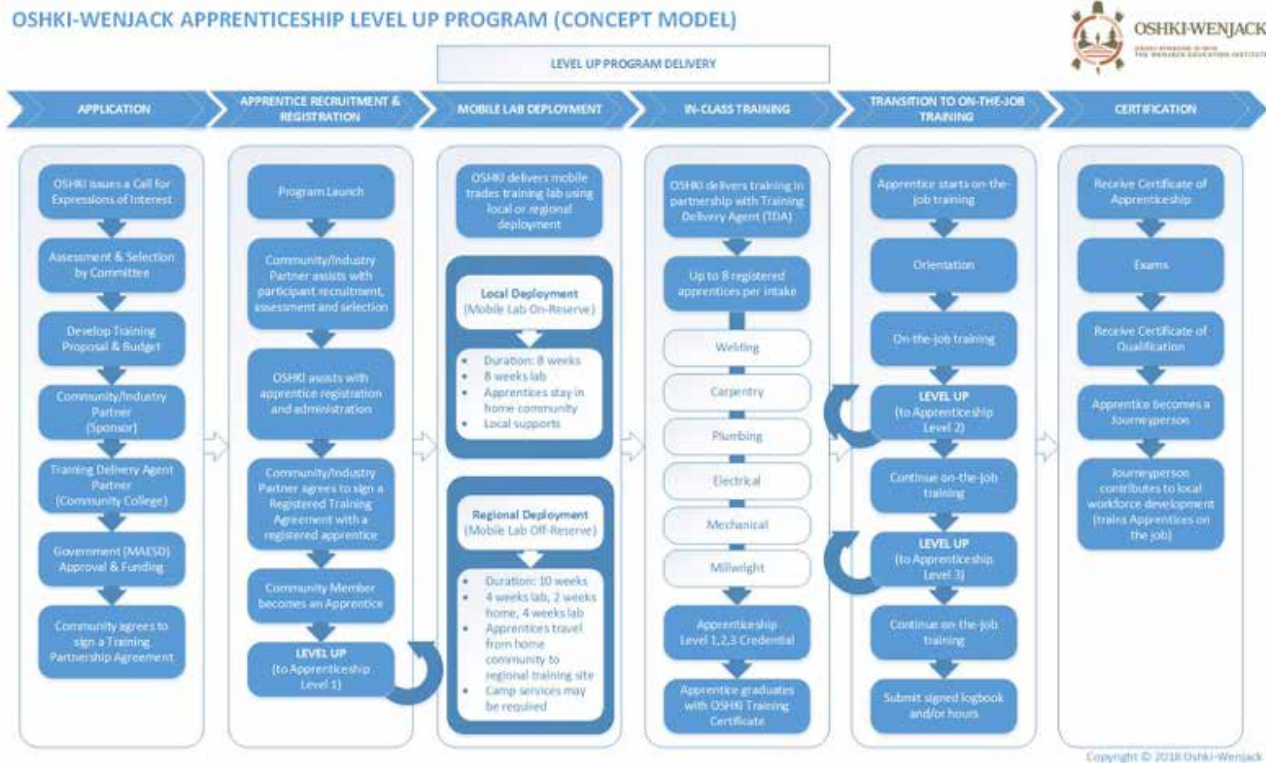
The Mobile Trades Training Lab is a 53 foot trailer that expands into an 1,800 square foot instructional high-tech classroom with touch screen controls, projector, smart board, wireless internet, and satellite internet. It can accommodate up to eight students with individual work stations. It can be deployed directly to road-accessible communities, work sites, and regional training sites.

The lab trailer is accompanied by a 53 foot supply trailer that provides additional training space.





Our mobile training approach and model is designed to provide community members with the skills and training they need to succeed in their apprenticeship training journey. Becoming a certified tradesperson normally takes three to five years. It includes a number of in-class training sessions, and significant job training. A detailed diagram of our mobile training approach and model is shown below.



We will deliver programming initially focusing on Level One Apprenticeship Program in the six trades and the Pre-Apprenticeship Program. Level One Apprenticeship is an eight week program, equivalent to 240 hours, consisting of both theoretical and practical training delivered in the mobile lab. The Pre-Apprenticeship includes additional academic upgrading and work experience prior to taking Level One Apprenticeship. Over the long term, we will provide Level Two and Level Three Apprenticeship training.

Transitioning to on-the-job training will be a challenge for apprentices situated in remote communities. We are collaborating with government and industry to develop and implement unique approaches to ensure that apprentices continue to receive their training in a safe and effective environment.





## ***Graduation 2017***

Graduation 2017 was held on Friday, June 9, 2017 at the Airline Hotel and Conference Centre. Family and friends witnessed 51 students graduate with hard earned diplomas and certificates. The master of ceremony was Dobi-Dawn Frenette, Director of Education Secretariat at Nishnawbe Aski Nation. Keynote speaker was Ontario Regional Chief, Isadore Day, Windawtegowininni, Chiefs of Ontario.

### **Aboriginal Early Childhood Education Program**

Michaela Bottle  
Crystal Copenace  
Skylar Copenace  
Gina Dore  
Destiny Gagnon

Desiree Jacko  
Katrina Magiskan  
Tracy Michano  
Marissa Nabigon  
Savannah Neotapin

Amber Paul  
Audrey Paypompee  
Jerephine Sakakeep  
Carmen Stran

### **Aboriginal Financial & Economic Planning Program**

Joyce Angees  
Eric Anishinabie  
Alexsis Augustine

Rachel Fiddler  
Stacey McKay  
Gordina Oombash

Savannah Quill  
Glen Wabasse

### **Social Services Worker - Native Specialization Program**

Angela Atlookan  
Dorothy Cheesequay  
Melenie Cheesequay

Laurie DePerry  
Donna Fiddler  
Mary Meekis

Faye Shebagabow  
Terrence Tavares  
Scott Whatley

## **Certificates**

### **Business Fundamentals Program**

Alexandrea Mishenene  
Karen Nothing

Lott Sainnawap

April Yellowhead

### **Basic Radiological Technician Program**

Annalee Keesick  
April Loonfoot

Anita Nothing  
Lawrence Peters

Vivian J. Rabbit

### **Chemical Addictions Worker Program**

Florence Bouchard  
Mary Childforever  
Jennifer Derosier  
Ken Duncan

Christine Kakegamic  
Glenda Meshake  
Bertha Quisses  
Marsha Ruben

Cathy Therriault  
Beulah Wabasse  
Charles Williams



**OSHKI-WENJACK**  
OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE



## Governing Council Medal for Outstanding Academic Achievement

OSHKI-WENJACK awarded the seventh Governing Council medal for outstanding academic achievement to three students who received a 4.0 Grade Point Average! This record breaking achievement was done while working and studying full-time. These award winners are: Gina Dore, Terrance Tavares and Scott Whatley.



## ***Student Success Initiative***

The success of all our students is important to us. OSHKI-WENJACK provides academic services, social, cultural and recreational activities along with providing a safe cultural comfortable environment.

### **Academic Supports:**

- Academic counseling through one-on-one or group tutoring by faculty members and peer tutoring
- Peer counseling
- Social Media Support
- Referrals for personal counselling to other service organizations
- Transition Support
- Student Luncheons
- Guest speaker presentations
- Advocacy
- Scholarship and bursaries information sessions
- Access to a number of office related services; printing, computer lab, fax and telephone services, laptop lending

Continuing this year was the 'Lunch and Learn' for our students. We brought in special guests to inspire our students: Lisa Chum conducted Traditional Skirt Making Workshop for two days, Ted Nolan provided a motivational speech to our students and Jason Whatley did a presentation on Time Management. On-campus session theme days such as, Onesie Day, Halloween, and Jersey Day, provide fun and bonding for students, faculty and staff.

## **Student Orientation**

An intensive three day orientation for our new students is the center 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, learning styles, etc. Students are introduced to their respective Program Coordinators and they go over student expectations, roles and responsibilities. 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 and study networks among the students.

Our students attended the 4th Maadaadizi Aboriginal Student Orientation, a collaborative event with Oshki-Pimache-O-Win Education; The Wenjack Education 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. Lakehead University was the lead organizer at last year's event. The goal of this event is to welcome and inspire our new and returning students and to orient them to what Thunder Bay has to offer in terms of various services. The committee secured National Indian Brotherhood Trust funding to hold this special event for our students.





## ***Elder-on-Campus Program***

Our Elder-On-Campus program is an integral student support service. Elder Brenda is available for students, faculty and staff to provide wisdom, support and guidance from a traditional perspective. Students and faculty are utilizing the cultural space (Migizi Room) for learning purposes.

### **Cultural Supports:**

- Sharing Circles
- Cultural Awareness and Traditional Teachings
- Counselling and Referrals
- Opening and Closing Prayers
- Feasts and Potlucks when seasons change
- Smudging
- Field Trips to pow wow's, and to the land to do teachings, outdoor cooking traditional foods.
- Traditional skirt making and mitt making



## ***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-WENJACK. 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-WENJACK 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](http://www.ontariocolleges.ca)), select the appropriate OSHKI-WENJACK 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-WENJACK 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-WENJACK with a Sponsorship Letter from their funding agencies which completes their registration into the program.





## ***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**

- Keewaywin
- Muskrat Dam
- Wapakeka
- Pic River
- Webequie
- Sandy Lake
- Ginoogaming
- Long Lake #58
- Kitchenuhmaykoosib Inninuwig
- Sachigo Lake
- Pikangikum
- North Caribou Lake
- Poplar Hill
- Slate Falls
- North Spirit Lake

### **Career Fairs**

- Lac Seul Career Fair – April 19, 2017
- Kitchenuhmaykoosib Inninuwig Career Fair – April 20, 2017
- Sachigo Lake Career Fair – April 20, 2017
- Fort Hope Career Fair – May 10, 2017
- Neskantaga Career Fair – May 10, 11, 2017
- Slate Falls Career Fair – May 12, 2017
- Webequie Career Fair – May 24, 2017
- Pikangikum Career Fair – May 25, 2017
- Pelican Falls First Nation High School NAN Orientation – September 1, 2017
- Kasabonika Career Fair: January 18, 2018
- Ginoogaming Career Fair: February 5 & 6, 2018
- Pelican Falls Annual Career Fair: February 15 & 16 2018
- Moosonee Career Fair: March 2, 2018
- Aroland Career Fair: March 27 - 29, 2018

### **Conferences**

- NAN Engagement Session: October 16 – 17, 2017
- KKETS Presentation: November 17, 2017
- Ginoogaming Health Fair: November 22, 2017
- Constance Lake: March 14 & 15, 2018
- NAN Education Engagement Summit: March 20 & 21, 2018
- NAN Woman's Gathering: March 24, 2018
- Sioux Lookout/Tikinagan Presentation: February 22 – 23, 2018



## Partnership Agreements

Partnership agreements with colleges and universities provide accreditation for the diplomas and certificates granted to OSHKI-WENJACK graduates. 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

Program Agreements to meet the needs of individuals and communities in Nishnawbe Aski Nation and across Northern Ontario are negotiated with each partner. Our current partners include:

- Confederation College, Thunder Bay, ON
- Lakehead University, Thunder Bay, ON
- Northern Ontario School of Medicine, Thunder Bay, ON
- Canadore College, North 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 Committees ensure that best practices are identified and implemented and 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.

### **Business Advisory**

- Jessica McLaughlin
- Alain Gosselin
- Jason Rasevych
- Sharon Baxter
- Brian Davies
- John Beardy
- Savannah Quill

### **ECE Advisory**

- Shelley Franceshini
- Darlene Beardy
- Stephanie Michano
- Lori Huston

\*Currently recruiting new members\*

### **SSW-NS Advisory**

- Elizabeth Kakegamic
- James Brown
- Lorraine Crane
- Mary Lou Winters
- Donna Roundhead
- Claudia Otto
- Marcia Redsky



## *Human Resources; The OSHKI-WENJACK Team*

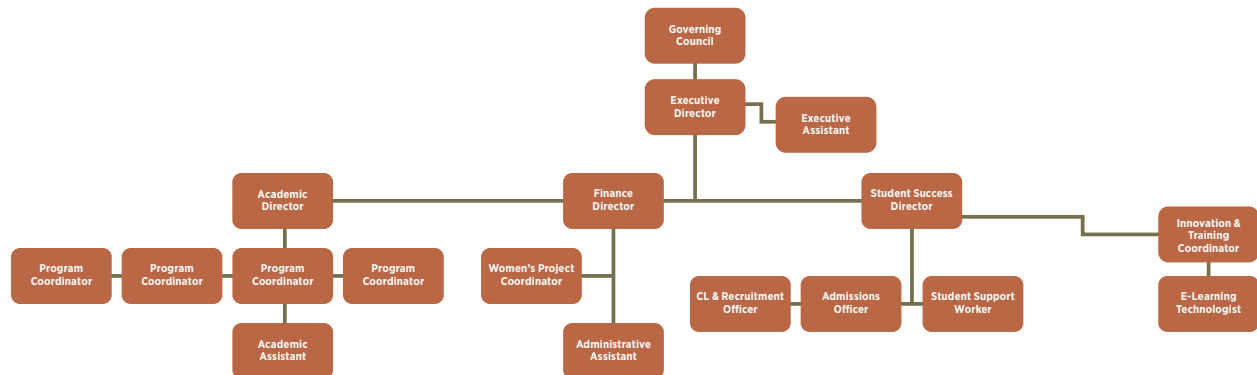
POSITION	NAME
Executive Director	Rosie S. Mosquito
Finance Director	Gary Bruyere
Executive Assistant	Joanne Fox
Administrative Assistant	Rachel Fiddler
Student Success Director	Lorrie Deschamps
Academic Director	Kim Falcigno
Aboriginal Early Childhood Education Program Coordinator	Lori Huston - Margareta MacDonald (September 2017 - March 2018)
Aboriginal Humanities Program Coordinator	Rhonda Turbide
Business Program Coordinator	Dorothy Roberts
Practical Nursing Coordinator	Rita Marano
Women's Project Coordinator	Wendy McKay
Innovation & Training Coordinator	Gordon Kakegamic
e-Learning Technologist	Chris McCarthy
Community Liaison & Student Recruitment Officer	Daniel Tait
Student Support Worker	Rita Winter-Duncan
Academic Administrative Assistant	Marcia Chapman







## Organizational Structure



## Governance

The Governing Council bring a wide arrange of expertise and knowledge that support effective governance and policy direction of our institute. Starting in December, the Council embraced technology by conducting paperless, quarterly meetings.

### Governing Council Members

NAME	FIRST NATION	TRIBAL COUNCIL
Fabian Batise, Chair	Matachewan	Wabun Tribal Council
Arlene Meekis Jung, Secretary	Wawakapewin	Shibogama Tribal Council
Chief William Harper	Koocheching	Windigo First Nations Council
Russell Kakepetum	Sandy Lake	Independent First Nation
Lynda Beardy	Bearskin Lake	Independent First Nations Alliance
Lawrence Therriault	Aroland	Matawa First Nations
Miranda Chookomolin	Fort Albany	Mushegowuk Council
Deputy Grand Chief Derek Fox	Bearskin Lake	Nishnawbe Aski Nation Ex Officio
Sarah Waboose	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)**

Since its inception in 1994 the AIC has advocated for the recognition of Aboriginal Institutes and to secure stable, sustainable funding for our Institutes in order to continue the vital work of community and nation building through the provision of culturally enriched education and training programs to our people on an ongoing basis.

A Policy Co-Creation Table was established in December 2016 to develop a Policy for Aboriginal Institutes in collaboration with the Ministry of Advanced Education and Skills Development (MAESD). In June the AIC members made the pivotal decision to pursue legislation instead for greater certainty. With First Nation leadership support, the historic Indigenous Institutes Act (IIA) was passed in Queen's Park on December 14, 2017.

The IIA creates the indigenous postsecondary education pillar in Ontario, provides a legislative base for secure, sustainable funding that will enable our institute to provide education and training programs to our communities with certainty, and to grant our own OSHKI-WENJACK diplomas, certificates and degrees.

MAESD supported the AIC vision for an Indigenous Advanced Education Council to perform three functions: 1) to perform Quality Assurance functions; 2) consider new members, and; 3) to facilitate student mobility between indigenous institutes, colleges and universities. The AIC members identified distinguished indigenous scholars to be the founding directors. This is part of the creation of the indigenous pillar in the Ontario postsecondary education landscape. In the coming year the work will continue with Ontario to implement the Indigenous Institutes Act.

#### **Aboriginal Institutes Consortium members:**

- Anishinabek Education Institute
- First Nations Technical Institute
- Iohahi:io Akwesasne Adult Education
- Kenjgewin Teg Educational Institute
- Ogwehoweh Skills and Trades Training Centre
- Oshki-Pimache-O-Win: The Wenjack Education Institute
- Seven Generations Education Institute
- Six Nations Polytechnic
- Shingwauk Kinoomaage Gamig

## ***Acknowledgements***

OSHKI-WENJACK-WENJACK gratefully acknowledges the financial support and investments from:

#### **Federal Government**

- Employment and Social Development Canada,
- Health Canada; First Nations Inuit Health Branch
- Indigenous Services Canada: Postsecondary Partnership Program, New Paths for Education Program, and First Nations & Inuit Youth Employment Strategy
- Innovation, Science and Technology Canada
- Status Women of Canada

#### **Provincial Government**

- Ministry of Advanced Education and Skills Development

#### **College Partners**

- Canadore
- Confederation College
- Sault College

#### **Goldcorp Inc.**

#### **Nishnawbe Aski Nation**



## Financial Statements

### Oshki Pimache O-Win: The Wenjack Education Institute Statement of Financial Position

As at March 31	2018	2017
	\$	\$
<b>ASSETS</b>		
<b>Current</b>		
Cash	1,762,768	1,666,995
Short-term investments <i>[note 2]</i>	563,746	862,124
Accounts receivable <i>[note 3]</i>	487,998	303,753
Harmonized Sales Tax receivable <i>[note 4]</i>	242,866	71,972
Prepaid expenses	51,575	24,599
<b>Total current assets</b>	<b>3,108,953</b>	<b>2,929,443</b>
<b>Capital assets, net <i>[note 5]</i></b>	<b>2,628,102</b>	<b>1,795,878</b>
	<b>5,737,055</b>	<b>4,725,321</b>
<b>LIABILITIES</b>		
<b>Current</b>		
Accounts payable and accrued liabilities <i>[note 6]</i>	332,924	512,806
Due to Ministry of Advanced Education and Skills Development (MAESD)	339,519	11,288
Due to Indigenous Services Canada	335,294	284,550
Due to Health Canada	320,714	250,014
Due to Ministry of Aboriginal Affairs	3,305	3,305
Deferred revenue <i>[note 7]</i>	716,496	1,049,033
<b>Total current liabilities</b>	<b>2,048,252</b>	<b>2,110,996</b>
<b>Deferred capital contributions <i>[note 8]</i></b>	<b>2,343,695</b>	<b>1,482,037</b>
<b>Fund balances</b>		
Administration - unrestricted	463,937	221,682
Internally restricted	596,765	596,765
Invested in capital assets	284,406	313,841
	<b>1,345,108</b>	<b>1,132,288</b>
	<b>5,737,055</b>	<b>4,725,321</b>

See accompanying notes to the financial statements.

Approved On Behalf Of Council:





OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE



Grant Thornton

## Independent Auditor's Report

To the Governing Council of  
Oshki Pimache O-Win: The Wenjack Education Institute

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We have audited the accompanying financial statements of Oshki Pimache O-Win: The Wenjack Education Institute, which comprise the statement of financial position as at March 31, 2018 and the statements of operations and changes in fund balances, and cash flows for the year then ended, 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 Institute'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 Institute'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: The Wenjack Education Institute as at March 31, 2018 and the result of its operations 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 30, 2018

Chartered Professional Accountants  
Licensed Public Accountants

Audit • Tax • Advisory  
Grant Thornton LLP, A Canadian Member of Grant Thornton International Ltd



# OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE

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