



OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE

ANNUAL REPORT 2018-2019





Contents

Overview	3
Message from the Chair	4
Message from the Executive Director.....	5
Post Secondary Programs.....	6
Program Delivery Model	15
Online and Mobile Learning	15
Industry Training Programs	16
Professional Development.....	18
Graduation 2018.....	20
Student Success Initiative.....	22
The OSHKI-WENJACK Cultural Program.....	22
Elder-on-Campus Program	23
Recruitment at a Glance.....	24
Community Outreach.....	25
Partnership Agreements.....	26
Affiliation.....	27
Acknowledgements.....	27
Human Resources; The OSHKI-WENJACK Team	28
Organizational Structure.....	29
Governance	30
Financial Statements	31



"My employment at OSHKI-WENJACK was the most rewarding years of my career. As Executive Assistant, I worked with the Executive Director and Governing Council in governance and administration. Every beginning of academic year in September, I would admire the newly enrolled students as they navigated around campus with excitement. Fast forward to a couple of years when it was time for graduation and you could see how proud they were, I wished it were me! At the age of 47, in the fall of 2018, I made the best decision of my life to be one of those people. I am now entering my second year as a full time post-secondary student and pursuing higher education! I encourage you to enroll in one of the many great programs OSHKI-WENJACK has to offer. You will learn in a safe, culturally rich environment and get the support you need to succeed. It opens many doors, not only for you, but for your family. If I can do it, you can do it!"

Joanne Fox, Keewaywin First Nation



Overview

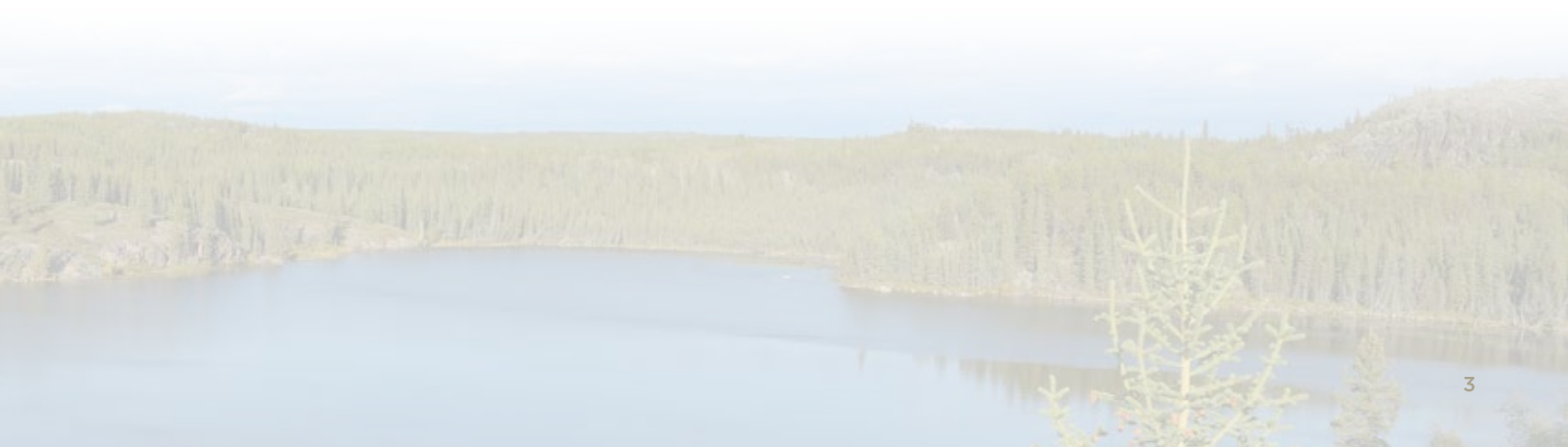
Oshki-Pimache-O-Win: The Wenjack Education Institute is an independent education and training institute that was formally established in 2001 as a registered charitable not-for-profit corporation. Our new name was unveiled at the January 2018 Nishnawbe Aski Nation (NAN) Winter Chiefs Assembly. Our name changed to honour the 50th anniversary of the passing of Chanie Wenjack and all First Nation Youth lost during the Residential School era. Although the story of Chanie is painful, it symbolizes the resilience of our people to survive.

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 requirement. 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.

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 respectfully submit the Oshki-Pimache-O-Win: The Wenjack Education Institute Annual Report for the fiscal year ending March 31, 2019. I am pleased to report 2018-2019 was another outstanding year.

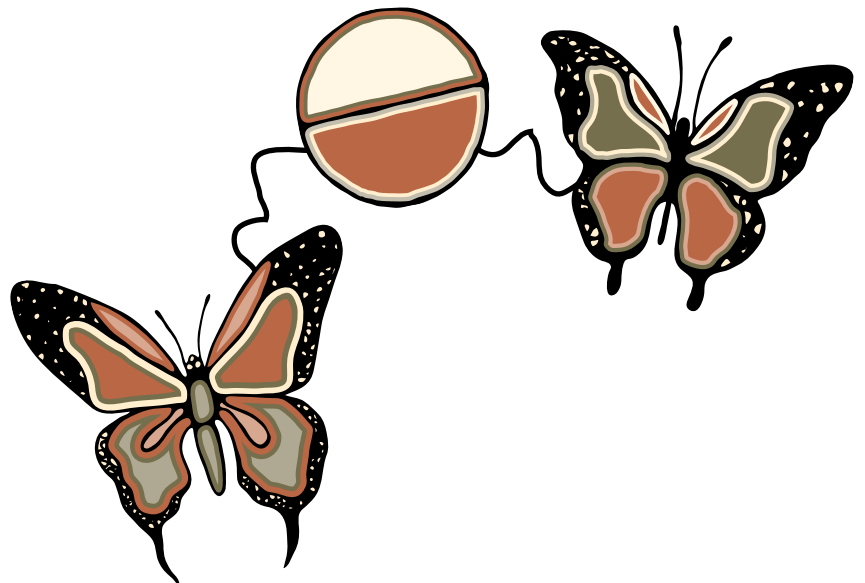
This past year, we continued to make strides in implementing our Strategic plan which set out a roadmap for OSHKI-WENJACK in 2014. In the ever-changing new world of technology, we have been able to introduce Rumi Tablets to our students in their learning environment. This has enabled our students to connect to curriculum, acquire new information and demonstrate learning through technology. By the end of 2018, it became clear that achieving our goals has guided us in our journey to success. It is our objective to review the strategic plan on a continued basis, to adapt and adjust for the future.

OSHKI-WENJACK continues to grow each year even though we receive no sustainable core funding. We continue to apply for programs and funding from the federal and provincial governments, which enable us to offer more programs and training. With new programs, there is an increase in our staff and students which results in more office space, classrooms, a simulator and fitness centre.

I would like to thank our Executive Director, Rosie Mosquito, for her leadership. It is because of her commitment and dedication that she was honoured with the “Influential Women of Northern Ontario - Aboriginal Leadership” award by Northern Ontario Business. I would also like to thank my fellow Governing Council members for their guidance and support. I commend the staff, instructors and students for their outstanding achievements over the past year.

In closing, I would also like to thank Nishnawbe Aski Nation for their political support. We look forward to achieving additional milestones in the future.

Sincerely,
Arlene Meekis, Chair





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Message from the Executive Director

As Oshki-Pimache-O-Win: The Wenjack Education Institute continues to grow throughout Nishnawbe Aski Nation and beyond, we continue to enhance education in the communities we serve. We are progressing in the many innovative partnerships with our partners and organizations for the advancement of our students.

Building culturally relevant First Nations post-secondary education and training model continues to be our goal. We provide programs that are distinctive to First Nations approach for passing on knowledge, skills, traditions and values to our students. Sustainable core funding would also enhance OSHKI-WENJACK's ability to further increase post-secondary programs.

OSHKI-WENJACK strives to continually move forward to fulfill our mission statement and mandate. Two activities which demonstrate this are staff's participation in various professional development courses and the addition of the Indigenous Classroom Assistant and Police Foundations diploma programs.

I am grateful to our many amazing partnerships with the Colleges and Universities, within the Nishnawbe Aski Nation First Nations and beyond as we aspire to higher levels of excellence. It takes a great team to build a great institute - the accomplishments of OSHKI-WENJACK are the result of the extraordinary teamwork by our directors, staff, faculty and most importantly, our students. It is their passion and commitment that are helping build stronger communities.

Meegwetch,
Rosie S. Mosquito, Executive Director





Post Secondary Programs

Diploma

Advanced Chemical Addiction Worker Diploma
Business Diploma
Early Childhood Education
Indigenous Classroom Assistant
Indigenous Wellness and Addictions Prevention
Police Foundations
Practical Nursing
Social Service Worker- Native Specialization

Certificate

Academic and Career Entrance

Other Training & Professional Development

Aboriginal Mining and Skilled Training Entry Program
Aviation Management Program
Basic Radiological Technician Training Program
Indigenous Early Childhood Leadership Program
On-call Worker Training
Powerline Construction and Work-Readiness Program

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 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.

"The Chemical Addictions Program is excellent and I am very satisfied with the courses that were offered. These past three years have helped in my work with clients. It has changed my focus to a place of 'caring' from a 'curing' perspective.

As a caregiver, student and elder, I have enjoyed this journey of learning, growing and use of Traditional Teachings. This program has opened my eyes to the needs of our people, to have an understanding of what Intergenerational Trauma is and the addition process."

Florence Bouchard, Lac Seul First Nation



Advanced Chemical Addictions Worker Diploma

The program was a community-based cohort delivery and assisted individuals who currently are Alcohol and Drug Counsellors and/or Addictions Workers who required professional development to meet job requirements in order to address the range of and increase in addictions.



The demand for trained professionals to address individual and community wellness is of utmost importance in the Nishnawbe Aski Territory given the chronic drug and addictions issues facing many First Nation communities. OSHKI-WENJACK and NVIT have developed a program specific for front-line community based workers. Qualified Aboriginal professionals in the addictions field are in high demand where community based workers provide not only the first response in crises situations but also after care programs so individuals can stay in their home communities and obtain support following treatment. The addictions field is increasing in its demand for culturally sensitive approaches and individuals who speak the language. Many service providers in the districts of Thunder Bay and Kenora do not offer in community health care services for mental health and addictions (The District of Thunder Bay Integrated District Health Network NW Health Alliance Report # 3 Detailed Jurisdictional Scan).





"The business program at OSHKI-WENJACK was a hard one but very fulfilling. I learned a lot, not only in my studies but within myself. The instructors and program coordinator were great and very knowledgeable and I am grateful for my experiences during my time at OSHKI-WENJACK.

I would recommend this program at OSHKI-WENJACK Education Institute to anyone looking for these types of blended programs and if you're ready to take the leap, I wish you nothing but luck and success in your studies! Miigwetch."

Jolene Fontaine, Miskobinessik

Business Diploma

With Northern exploration expanding, the need for business people with an understanding of Indigenous values and culture has never been greater. Our Business Diploma students are well positioned to take on roles that will lead to a bright future for themselves and their communities. We focus on hands-on approaches to learning to prepare them for the challenges they may encounter. OSHKI-WENJACK business students are exposed to a broad range of disciplines ranging from Human Resource to Managerial Accounting to Marketing. We incorporate Indigenous culture into our programs to give our students a sense of pride and confidence as they embark on their journey.





Early Childhood Education Diploma Program



There is an increased demand for qualified early childhood educators in First Nations communities and across Ontario. At OSHKI-WENJACK, students get the skills needed to start a rewarding career working with young children. This activity-based program is taught using a holistic approach in which the stages of a child's developmental growth are emphasized including cognitive skills and socio-emotional development. Students can expect to receive training that is a combination of practice ready understandings, abilities and approaches employers are seeking with consideration to First Nations community needs.

Graduates of our program find careers working in partnership with teachers in Kindergarten classrooms across Ontario, as well as other unique, early learning environments.

This is a two-year, five-semester diploma program. OSHKI-WENJACK's unique blended 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 a kind ECE indigenous learning lab provides cultural teaching resources for the student during field practicums in Thunder Bay and support the course learning outcomes.





Indigenous Classroom Assistant Diploma Program



Schools in First Nations Communities have been placing Classroom Assistants in each class to aid in the delivery of the curriculum. After completing the Indigenous Classroom Assistant Diploma Program (formerly the Aboriginal Classroom Assistant Diploma Program) students will be qualified to work, under the professional direction of the classroom teacher and school Principal, as a classroom assistant with Indigenous and non-Indigenous primary school children.

This is a two-year, four-semester diploma program. The uniqueness of this program is the two summer semesters; Part 1 and Part 2 are held at the OSHKI-WENJACK campus from early July to mid-August in a 6-week Monday to Friday schedule. Students attend classes 3 hours each morning and 3 hours each afternoon for a period of 6 weeks. The two remaining semesters consist of two 6-week placements in schools in their home communities. As many of our students currently work as unqualified classroom assistants, this course not only gives them the qualification but give them tools and knowledge to help the students that they support.



Indigenous Wellness and Addictions Prevention Diploma Program



The Indigenous Wellness and Addictions Prevention Program is being offered to fill the need in our communities. There is a huge void of mental health workers in the north. This program appeals to those that want to encourage healthy choices and strengthen the spirit of Indigenous people. It provides students with holistic knowledge of traditional and mainstream approaches to counselling and supporting members of their communities. They explore traditions and methods such as the appropriate use of the four sacred medicines, Sacred Circles and more, as well as pharmacology knowledge.





Police Foundations is my stepping stone to a career in the Canada Border Service Agency as Border Security Agent. I am enjoying what I am learning in the program, the courses really help to view the world from a different perspective. Getting trained to think differently is challenging cause I'm so used to living life as it comes. The staff at OSHKI-WENJACK and the faculty have been very supportive and understanding, which I appreciate very much. I am looking forward to what the rest of third semester brings as well as the fourth semester. I'm excited for my future and welcome the changes and growth that comes with Police Foundations Program.

Natalie Kamenawatamin, Bearskin Lake First Nation

Police Foundations Diploma Program



The Police Foundations four semester diploma program delivers pre-employment training designed to give potential police candidates a broad education in the law, human relations, police powers, community-based policing, lifestyle management and investigative techniques. Using the latest technological resources, students apply de-escalation and use of force strategies in judgement training simulations dealing with mental health disorders and addictions. Graduates have the opportunity to enter the workforce with Nishnawbe Aski Police Service as well as receive licensing through the province of Ontario for security services.



"My experience at OSHKI-WENJACK has been phenomenal. I love the program I'm in because the class is small and the staff treat us with respect and all of our instructors are very kind and knowledgeable. It feels very good to be here. The atmosphere is so positive and I hear people laughing all the time.

Delphine Yellowhead, Nibinamik First Nation



Practical Nursing Diploma Program

The Practical Nursing Diploma Program is offered in partnership with Confederation College. It is a 2-year 5 semester program. Students complete a variety of courses from nursing theory, anatomy, physiology, health assessment, human relationships, pathophysiology, and pharmacology. In addition to academic courses, students complete lab and clinical placements where they apply their knowledge and learn a variety of nursing skills. Students taking the Practical Nursing Diploma Program will complete clinical placements in long term care, complex care, acute medical care, acute surgical care, and specialty clinicals of mental health, obstetrics, or pediatrics. Once students complete their Practical Nursing Diploma they are eligible to apply to write their Canadian Practical Nursing Registration Examination with the College of Nurses of Ontario. Students who have a desire to learn, are compassionate and caring, and interested in guaranteed employment are encouraged to apply.





Social Services Worker – Native Specialization Diploma Program



The Social Service Worker - Native Specialization diploma program provides the skills a social service worker uses 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 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.

The students in the program this year suffered the loss of their peer, who passed away mid semester of winter 2019. It was very devastating for our students. Sault College sent their support staff to come be with the students on the first day back on-campus.



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.

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 Saba

Students participate in Saba meeting virtual classes together over the Internet in the evening and during the weekdays. Students and instructors learn and teach online in the comfort of their own home or in a Contact North Access Centre.

Industry Training Programs

Aboriginal Mining and Skilled Trades Entry Program

AMSTEP is a unique and innovative youth workforce development and training model developed by Oshki-Pimache-O-Win in partnership with Goldcorp Musselwhite. AMSTEP is designed to train and develop 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 interventions that better serves the needs of Aboriginal youth by providing them with hands on experiences and on-the-job exposure to the mining industry in Ontario's Far North.

We successfully delivered a 6th intake in Thunder Bay from February to April 2019. Ten (10) training participants successfully completed their 12-week training program and are now transitioning to paid work placements at Goldcorp's Musselwhite Mine.

Airport Management Training Program

The Airport Management Training Program is a 12-week skills training and work experience program delivered in partnership with the Ontario Ministry of Transportation (MTO) and Wasaya Airlines. AMTP is designed to train and develop community members for employment opportunities working at MTO-operated community airports.

We successfully delivered a 1st intake in Pickle Lake at the Wasaya air base from February to April 2019. Ten (10) training participants successfully completed their 9-week training program in addition to a 3-week paid work placement at a local community airport.





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Powerline Construction and Work-Readiness Program

The Powerline Construction and Work-Readiness Program is a 2-week work-readiness training program delivered in partnership with Wataynikaneyap Power/Opiikapawiin Services LP. PCWR is a community-based training to employment based program designed for community members looking to gain direct or indirect employment in the construction of the Wataynikaneyap Power Transmission Line.

We successfully delivered seven (7) intakes of the program in Wunnumin Lake First Nation, Wapekeka First Nation, Sandy Lake First Nation, Bearskin Lake First Nation, Kingfisher Lake First Nation, Cat Lake First Nation, and Poplar Hill First Nation. Ninety-two (92) training participants successfully completed their 2-week training program.

Anishinawbe Forestry Operator Training and Apprenticeship Program

The Anishinawbe Forestry Operator Training and Apprenticeship Program is a workforce development and training model and program developed in partnership with Agoke Development Corporation and other community and industry partners involved in the Ogoki Forest and Kenogami Forest. AFOTAP is modeled after AMSTEP and is designed to train and develop community members for employment opportunities in the forestry and skilled trade sectors, and to create local workforces that meet industry workforce needs in harvesting operations, sawmill operations, and forest management and silviculture operations.

AFOTAP aims to recruit 40 job seekers and 16 incumbent workers into the program which will commence Summer 2019.



Professional Development

Basic Radiological Technician Training Program

There are 43 trained BRT's in community and 12 students currently in training. We have 3 qualified trainers as of March 2019.

The Basic Radiology Program (BRT) started in 1990s, the mandate is to provide in community training to first nations communities to alleviate the need to transport patients to larger city centres. Successful graduates of the BRT program are able to take X-rays in non-urgent health situations, the criteria is that the student has to be working at the nursing station to enter the program. Student recruitment is managed by the community.

Graduates must complete a practical phase on campus where trainers deliver an intensive 1-2 week course review this is schedule for May 29 to June 5 2019.

There is no application process, certification is only allowed within the community selection standards. The target for each community participating is 4 trained BRTs.



In partnership with Mammaawisiwin Education Research Centre and Shkoday Abinojiwak, OSHKI's Indigenous ECE Leadership-Professional Development Program (IEEPDP). The program started in November of 2017 with on campus sessions in February 2018. E-Learning sessions were also held from November 2017 - March 2018.

This program was a special project which received funding from New Paths for Education for Graduates of the Early Childhood Education program who were looking for professional development opportunities which they could incorporate into the programs in their home communities.



Graduation 2018

Graduation 2018 was held on Friday, June 7, 2018 at the Airline Hotel and Conference Centre. Family and friends witnessed 41 students graduate with hard earned diplomas and certificates. The master of ceremony was Brent Edwards. The Keynote speaker was Ryan Sakakeep, from Kitchenahmaykoosib Inninuwig.

Business Diploma Program

Chantal Chikane

Alexandera Mishenene

Lindsay Yellowhead

Chemical Addictions Worker Diploma Program

Florence Bouchard

Glenda Meshake

Marsha Ruben

Mary Childforever

Mike Morris

Cathy Therriault

Ken Duncan

Catherine Morris

Beulah Wabasse

Ernie Harper

Bertha Quisses

Charles Williams

Christine Kakegamic

Early Childhood Education Diploma Program

Billie Bird

Seegwun Morris

Denise Tait

Diana Hudson

Lisa Nanokeesic

Christina Taylor

Allison Keeash

Social Services Worker - Native Specialization Diploma Program

Aaron Beardy

Summer Lavallee

Angela Williams

Lillian Goodman

Butch Magashazi

Linda Williams

Certificates

Business Fundamentals Program

Brenda Adams

Cassy Echum

Monica Kanate

Katherine Albany

Naomi Esquega

Kerrie Mazinakouskang

Janine Arpin

Rhoda Fiddler

Natalie Moonias

Debbie Charles

Jolene Fontaine

Lindsay Yellowhead



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Governing Council Medal for Outstanding Academic Achievement

OSHKI-WENJACK awarded the tenth Governing Council medal for outstanding academic achievement to Butch Magashazi from Kitchenahmaykoosib Inninuwig. Butch's 4.0 grade point average was achieved in the midst of working full-time while taking the Social Service Worker-Native Specialization.



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.

The OSHKI-WENJACK Cultural Program

The OSHKI-WENJACK Cultural Program supports students through their journey in education. Our program strengthens the connections to land, teachings and our ways and helps build Indigenous identity. A strong identity is positive and helps build self-esteem and confidence. Learning and sharing cultural teachings and practices allows for individual healing and the passing of invaluable cultural knowledge, values and skills.

Our Student Support Services administers the program. Program Coordinators consult with their faculty and students to determine which cultural teaching would supplement and or enhance their on-campus learning session. The Program coordinators then work with the Student Support Officer to begin arranging for the selected traditional activity.

OSHKI-WENJACK has a wide variety of cultural teachings and activities that are offered. A list is provided but we are not limited to what is on the list. Teachings include medicine wheel, and traditional medicines, activities that teach skills include: drum making, skirt making, beading and moccasin making. Native Language speaking activities are also shared and lessons taught.

OSHKI- WENJACK has an Elder on campus who opens and closes the week with a Monday morning prayer and a Friday afternoon prayer. She also shares the Cultural Room teachings and protocols to our new students. Our Elder helps guide, support our students. She also shares many teachings with staff and faculty.

OSHKI-WENJACK has a number of individuals who are carriers of our traditional teachings and practices. For them we are grateful. They continue to help strengthen the connections we have to the land, our teachings, and our ways.





Elder-on-Campus Program

Through the Elder's leadership and teachings, our students are able to maintain and strengthen their cultural ties while they are on campus.

We are privileged to have Elder Brenda Mason guide and support our students. Under the mentorship of the Elder, the students and faculty utilize The Cultural room for teaching purposes, which include:

- Opening and Closing Prayers
- Cultural Awareness and Traditional Teachings
- One on one and group Counselling
- Referrals
- Seasonal Feasts and Potlucks
- Smudging
- Land based teachings, outdoor cooking traditional foods.
- Traditional skirt making and mitt making
- Drum making, drum painting and hand drum bag making



Recruitment at a Glance

Step 1

In general, high school graduates and adult learners who consider post secondary studies will explore their options. Potential students often speak to OSHKI-WENJACK staff whether it is through email, Facebook messaging, in person during presentations or at career fairs. Potential students then apply with OSHKI-WENJACK with a Program Application Form and the applicant selects their top 3 program choices that OSHKI-WENJACK has to offer. The Program Application Form then returns to the Recruitment/Admissions office for processing to official start their NEW BEGINNINGS. At times, confirmation of the minimum requirements for the high school grade 12 English (ENG4C or ENG4U) is needed. Arrangements can be made for applicants to write the Mature Student Test.

Step 2

Once registered with OSHKI-WENJACK, applicants will then be required to register for their program through the Ontario Colleges Application Service (OCAS). The process can only be done online at www.ontariocolleges.ca. Select the correct partnered college, select the correct program and select OSHKI-WENJACK CAMPUS. Students are required to submit a non-refundable \$95 application fee with a major credit card or debit card. Students must submit their official transcripts from the last institution they attended (high school or college) to OCAS or to the Admissions Officer at OSHKI-WENJACK.

Step 3

Each college partners will then send Letters of Acceptance to the applicants informing they have been approved for entry in the program. Students will then be required to accept their Letter of Acceptance through their OCAS profile or through each college partnered admissions office. Next, OSHKI-WENJACK will then provide a funding letter that details tuition and book costs to their program. Students then submit the funding letter to the appropriate 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

- Mishkeegogamang
- Pikangikum
- Deer Lake
- Sandy Lake
- North Spirit Lake
- Sachigo Lake
- Bearskin Lake
- Kasabonika
- Webequie
- Gull Bay
- Whitesand First Nation
- Constance Lake
- Kitchinamaykoosib Inninuwig
- Wapekeka
- Kingfisher
- Wunnumin
- Rocky Bay
- Cat Lake
- Poplar Hill
- North Spirit Lake
- Fort Albany
- Kashechewan
- Fort Severn
- Sandy Lake
- Ojibway Nation of Saugeen (Savant Lake)
- Fort Hope
- Fort William
- Keewaywin
- Long Lake 58
- Ginoogaming
- Aroland
- Fort William First Nation

Career Fairs and Conferences

- Grassy Narrows Career Fair
- Kitchinamaykoosib Inninuwig Career Fair
- Webequie Career Fair
- Pikangikum Career Fair
- KKETS Campus Visit
- NAN Health Summit – Thunder Bay
- NAN Education Best Practices Conference – Thunder Bay
- Dennis Franklin Cromarty Career Fair – Thunder Bay
- Matawa Education Conference – Thunder Bay
- Slate Falls Career Fair
- Kasabonika Career Fair
- Treaty 5 Ontario Conference
- Constance Lake Headstrong Mental Health Summit
- Lac Seul Career Fair
- Slate Falls Career Fair
- Gull Bay School Fair
- Omushkegowuk Creefest 2018
- NAN student Career Fair – Pelican Falls First Nation High School
- NAN student Career Fair – Thunder Bay



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:

- Algoma University, Sault Ste. Marie, ON
- Canadore College, North Bay, ON
- Confederation College, Thunder Bay, ON
- Lakehead University, Thunder Bay, ON
- Nicola Valley Institute of Technology, Merritt, BC.
- Nipissing University, North Bay, ON
- Northern Ontario School of Medicine, Thunder Bay, ON
- Sault College, Sault Ste. Marie, ON



Affiliation

Indigenous Institutes Consortium

Since its inception in 1994 the IIC has advocated for the recognition of Indigenous Institutes and to secure stable, sustainable funding 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 on-going basis.

The historic Indigenous Institute Act (IIA) was passed in Queen's Park on December 2017 taking its place as the rightful third pillar in Ontario's post-secondary education system. The institutes are recognized as an independent indigenous third pillar, which is overseen by an Indigenous, controlled governing council. 1. There would be equitable, sustainable funding within all levels of government; 2. There will be increased awareness of the membership; 3. The collective capacity of the Indigenous post-secondary pillar will be strengthened.

The IIA will provide a legislative base for secure, sustainable funding as well as being able to grant our own OSHKI-WENJACK diplomas, certificates and degrees.

Indigenous Institutes Consortium members:

- Anishinabek Education 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 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 Training, Colleges and Universities

College Partners

- Canadore College
- Confederation College
- Sault College

Goldcorp Inc.

Nishnawbe Aski Nation

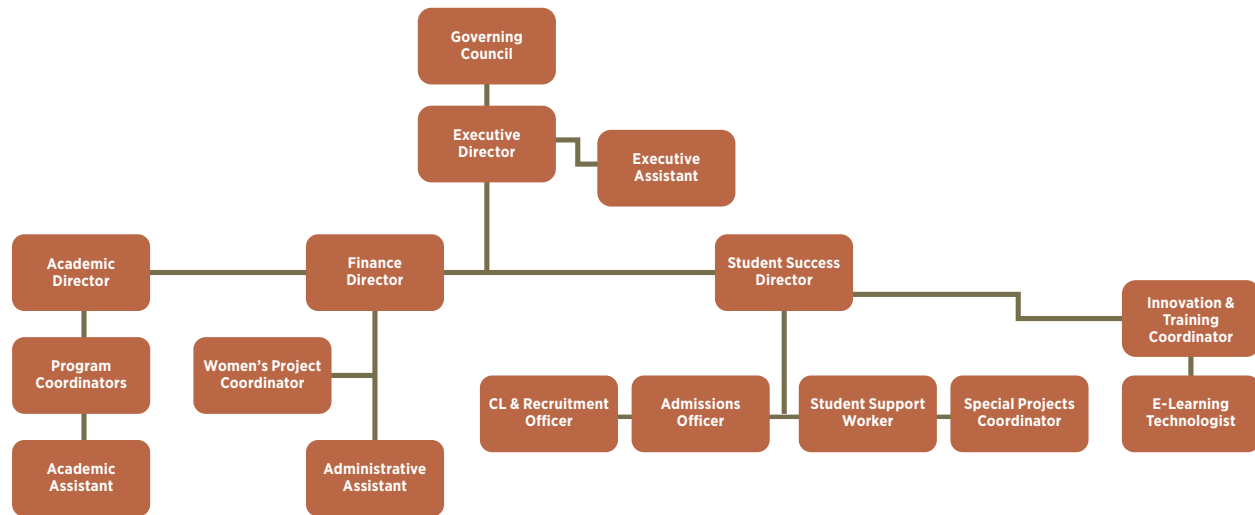
Human Resources; The OSHKI-WENJACK Team

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
Academic Administrative Assistant	Marcia Chapman
Administrative Assistant	Cinnamon Kelly
Student Support Worker	Rita Winter-Duncan/Jennifer Chapman
Community Liaison & Student Recruitment Officer	Daniel Tait/Michael Knapaysweet
Admissions Officer	Andrea Ackewance
Innovation & Training Coordinator	Gordon Kakegamic
e-Learning Technologist	Daniel Tait
Aboriginal Early Childhood Education Program Coordinator	Lori Huston/Yvonne Debruyne
Aboriginal Humanities Program Coordinator	Rhonda Turbide/Rita Winter-Duncan
Business Program Coordinator	Dorothy Roberts
Practical Nursing Coordinator	Rita Marano/Kara Morriseau
Special Projects Officer	Kathy Evans
Police Foundations Coordinator	Sean Mulligan
University Program Coordinator	Anthony Santelli





Organizational Structure



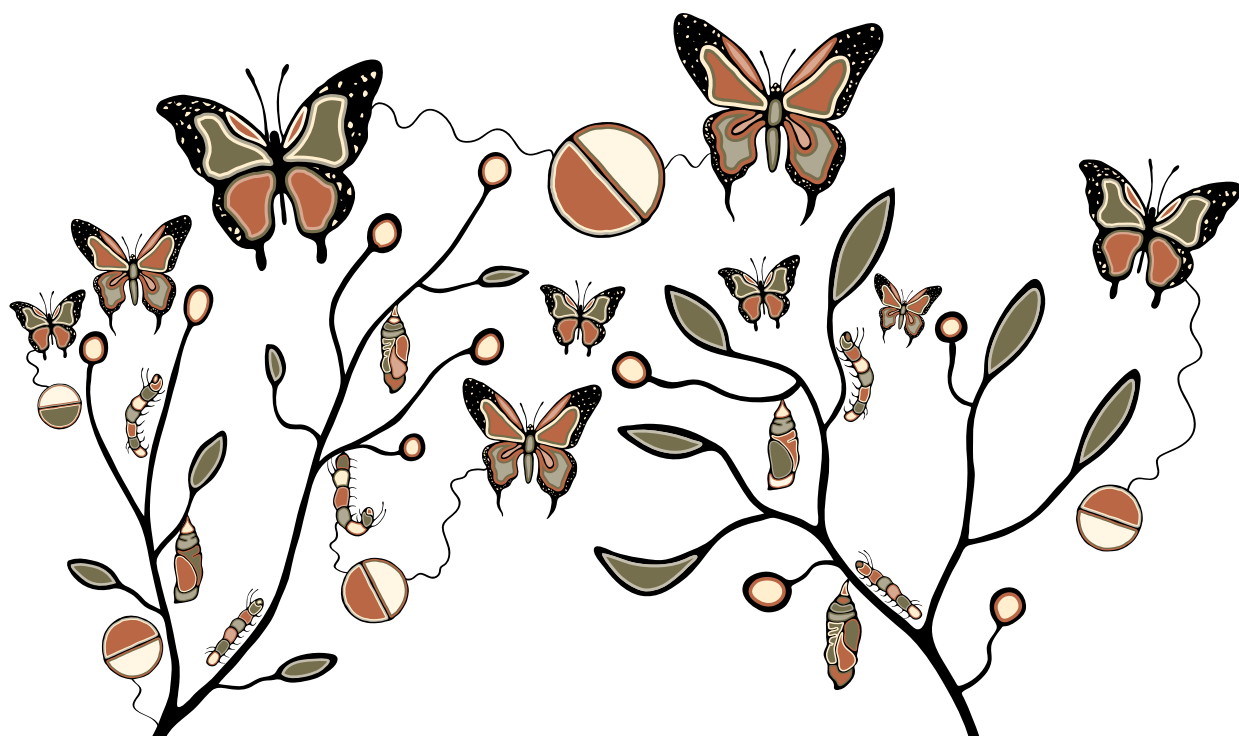
Governance

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

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





OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE

Financial Statements



Grant Thornton

Grant Thornton LLP

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Thunder Bay, ON
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Independent Auditor's Report

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

Opinion

We have audited the financial statements of Oshki Pimache O-Win: The Wenjack Education Institute ("the Institute"), which comprise the statement of financial position as at March 31, 2019, and the combined statements of operations and changes in fund balances, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly in all material respects, the financial position of Oshki Pimache O-Win: The Wenjack Education Institute as at March 31, 2019, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Institute in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance 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.

In preparing the financial statements, management is responsible for assessing the Institute's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Institute or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Institute's financial reporting process.

1

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Institute's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Institute to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Grant Thornton LLP

Thunder Bay, Canada
July 2, 2019

Chartered Professional Accountants
Licensed Public Accountants



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

As at March 31	2019	2018
	\$	\$
ASSETS		
Current		
Cash	3,263,766	1,762,768
Short-term investments <i>[note 2]</i>	568,342	563,746
Accounts receivable <i>[note 3]</i>	1,205,361	487,998
Harmonized Sales Tax receivable <i>[note 4]</i>	105,406	242,866
Prepaid expenses	57,103	51,575
Total current assets	5,199,978	3,108,953
Capital assets, net <i>[note 5]</i>	2,549,267	2,628,102
	7,749,245	5,737,055
LIABILITIES		
Current		
Accounts payable and accrued liabilities <i>[note 6]</i>	621,263	332,924
Due to Ministry of Training, Colleges and Universities (MTCU)	339,517	339,519
Due to Indigenous Services Canada	878,659	335,294
Due to Health Canada	401,616	320,714
Due to Ministry of Aboriginal Affairs	3,305	3,305
Deferred revenue <i>[note 7]</i>	1,490,063	716,496
Total current liabilities	3,734,423	2,048,252
Deferred capital contributions <i>[note 8]</i>	2,109,325	2,343,695
Fund balances		
Administration - unrestricted	868,790	463,937
Internally restricted	596,765	596,765
Invested in capital assets	439,942	284,406
	1,905,497	1,345,108
	7,749,245	5,737,055

See accompanying notes to the financial statements.

Approved On Behalf Of Council:

"Arlene Jung"

"Lynda Beardy"



OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE

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