

ANNUAL REPORT

2016 - 2017



A New Beginning

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



OSHKI

Oshki-Pimache-O-Win
EDUCATION & TRAINING INSTITUTE



Oshki-Pimach-O-Win, "A New Beginning" is a place to find yourself while making new friends and even lifetime friends. OSHKI is a learning and friendly environment where dreams come true - for some, a stepping stone for further advancement in educational goals! With an AFEP Diploma, I have gained more confidence in my chosen career and will pursue my education further with what I love doing!

Joyce Angees, Wunnumin Lake First Nation



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The Story of a New Beginning

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

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

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

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

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

Our Logo

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

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



Teaching at OSHKI has been an amazing experience. The collaborative and integrative learning opportunities here allow for me to learn as much as I teach!

Nadia La Russa, MBA



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

I am pleased to submit the Annual Report of the Oshki-Pimache-O-Win Education and Training Institute on behalf of the Governing Council for the 2016-2017 academic year.

OSHKI continues to grow with more education and training programs each year. In June 2016, we celebrated the achievements of 32 post-secondary education graduates for a total of 234 post-secondary graduates over 11 years. We also celebrated 11 youth who completed the Aboriginal Mining and Skilled Trades Entry Program in a December 2016 graduation in Mishkeegogamang First Nation. This was the second community based delivery of this innovative skills trades training program model developed by our dynamic staff.

Without core funding it is challenging to provide programs with certainty each year. A significant amount of time and resources are spent seeking funding in order to provide the unique and culturally appropriate education and training program opportunities to our people living in 49 communities disbursed across 200,000 square miles of territory in Nishnawbe Aski Nation.

Our future is beginning to look bright. OSHKI as one of the nine members of the Aboriginal Institutes Consortium (AIC) is developing a Policy for Aboriginal Institutes in Ontario with the Ministry of Advance Education and Skills Development through a Policy Co-Creation Table. The Policy will include funding certainty and credential granting status. Collectively, the Aboriginal Institutes will form a third pillar in the Ontario post-secondary education landscape. This is an historic commitment. We received a portion of the \$5M in provincial funding that was provided to the Consortium in the 2016 Ontario Budget. In October 2017 the AIC submitted a multi-year funding submission of \$75M to Ontario for the Aboriginal Institutes.

On the federal front, one of our biggest achievements was funding from Innovation, Science and Technology Canada to purchase a mobile trade's trailer unit to provide specialized and trades training opportunities for community members closer to their home communities. This excitement was temporarily dampened by Indigenous and Northern Affairs Canada's rejection of our Post-Secondary Partnership Funding Proposal in August 2016 that would have resulted in significant layoffs that would have jeopardized our Institution. Fortunately, this devastating decision was reversed. We very much appreciate the support from our local Members of Parliament, Nishnawbe Aski Nation Executive Council and Chiefs and Ontario Regional Chief.

We look forward to the day when the Oshki-Pimache-O-Win Education and Training Institute secures funding from federal and provincial governments to provide greater certainty for our people, particularly to those living in remote communities. Until then we will continue to chase funding opportunities to access education and training programs, which will help build healthier and stronger communities across Nishnawbe Aski Nation.

I offer many thanks 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



Message from the Executive Director

The Oshki-Pimache-O-Win Education and Training Institute provides Indigenous-friendly and culturally appropriate education opportunities to our students from the beginning of their learning journeys starting with their applications to our programs to their graduation ceremony.

We encourage potential students to apply at local community events and career fairs. In many instances we assist students, accepted into one of our programs, in securing student sponsorships through advocacy. Orientation workshops are designed to inform students on how to be successful. Topics include study skills, financial management and how to use distance-education technology for the on-line portion of their studies.

New students who complete the first month or two of classes are more likely to finish their studies and go on to graduate. Students that are struggling academically are provided with one-on-one tutoring, group tutoring, peer counselling or support from our Elder who provides guidance, sharing circles and traditional teachings. Potluck meals are provided for students. We know how much our students appreciate a home cooked meal. Both staff and instructors keep our students feeling at ease and engaged when on campus and during long-distance studies at home. Students feel like they belong here, and they do belong here.

OSHKI is in transition to honour the late Chanie Wenjack by incorporating his story into the name and logo. Chanie Wenjack was a residential school student from Marten Falls First Nation who died while trying to find his way home walking on his own along the railway tracks from Kenora. While tragic, the story is also one of resilience of our people. In spite of governments' assimilation policies to "Taking the Indian out of the child" our people have survived. His story is featured in Gord Downie's The Secret Path Project.

In the coming year we look forward to providing new education and training programs and graduating more of our people with post-secondary credentials and trades training using our new Mobile Trades Trailer Lab. We are committed to continue facilitating new beginnings for our students through education and training for an improved quality of life, wellness and success.

In closing, I extend my gratitude for the Governing Council's direction and support, the Nishnawbe Aski Nation leadership's political support and the OSHKI team's commitment and hard work.

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
 Business Diploma
 Indigenous Wellness and Addictions Prevention

Certificate

Chemical Addictions Worker

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.

"Oshki has paved a way for me to achieve my educational goals and made my dreams possible. They have an amazing support system which has helped me get through many life's challenges. They've shown me how strong and capable I am. Meegwetch"

Allison Keeash, North Caribou Lake First Nation



Indigenous Early Childhood Education (ECE)



There is an increased demand for Early Childhood Educators in Ontario; Graduates of our program find careers working in partnership with teachers in kindergarten classrooms across Ontario, as well as many other unique early learning environments.

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 have the opportunity to learn in the field with placements in early childhood education settings in Thunder Bay, as well as placements in their home communities.

In partnership with Canadore College, The First People's Centre

- AECE 2016/18 Cohort – 12 students enrolled; 9 students continuing their studies

The ECE Diploma program offered again September 2017 in partnership with Canadore College.

Aboriginal Early Childhood Education (AECE)



In partnership with Cambrian College, Wabnode Centre for Aboriginal Services

- Aboriginal ECE 2015/17 Cohort 15 completed their final semester April 2017 and will graduate in June 2017

Education Mobility: Oshki-Pimache-O-Win has an agreement with Lakehead University upon completion of the program.

Leadership in ECE 2016/2017

ECE leadership workshop; April 28, from 9- 5 with 16 participants. The college of ECE did a presentation on continues professional learning live stream and Oshki's ECE Program coordinator did a workshop in the afternoon on leadership initiatives. With the funding for the leadership, we were able to sponsor 11 student's fees to become Registered Early Childhood Educators with the college of ECE.

Aboriginal ECE Community Engagement Event; January 12th from 8:30 – 4:30pm - AECE 5th Semester Students and ECE 1st Semester students will participated and learnt alongside key professionals in the Field of ECE. Students will engaged in workshops on mentoring, advocacy, Continuous Professional Learning for Aboriginal ECE, standards of practice and quality childcare.

With very special visitors from: AECEO - Association of ECE in Ontario Lyndsay Macdonald and Viktoria Belle from OCBCC - Ontario Coalition of better child care in Ontario.

Association Early Childhood Educators Ontario visit providing information about the AECEO and the role that the association plays in Ontario's early childhood sector.

OSHKI now has an Indigenous ECE Exhibit of "Portraits of child care" highlighting the Early Learning programs On-Reserve.

| | | | |
|---------|---|--------------------|-------------------------|
| Partner | OSHKI / Canadore College / 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 provides our students with the knowledge and skills for financial management positions. 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 mainstream settings.

The Aboriginal Financial Officers Association (AFOA) of Canada courses that lead towards the Certified Aboriginal Management designation are also included.

- AFEP 2016 cohort- 2 graduates
- AFEP 2017 cohort - 8 graduates

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



▲ Fifth Semester student placements: Joyce Angees at MNP, Eric Anishinabie at Oshki-Pimache-O-Win, Alexis Augustine at Lakehead University, Rachel Fiddle at Signature Financial, Gordina Oombash at NADF, Savanah Quill at Nishnawbe Aski Legal Services Corporation and Glen Wabasse at Matawa First Nations Council.

“Committed to advancing Indigenous education in Ontario, we are proud of our ongoing partnership with Oshki-Pimache-O-Win in the delivery of Sault College’s Social Service Worker – Native Specialization program. With student achievement and well-being a priority for both institutions, we are excited to continue our journey together in providing holistic and culturally respectful programs and services that meet the needs of our students and communities”

Carolyn Hepburn, Dean of Indigenous Studies and Academic Upgrading, Sault College



Social Services Worker – Native Specialization (SSW-NS)

In partnership with Sault College



The Social Service Worker – Native Specialization program provides the tools and knowledge needed to work in the social services field. With a strong foundation in core social service worker skills, the program infuses Aboriginal views throughout the curriculum. Whether you are Aboriginal or not, this impactful program will prepare you to become a skilled social service worker, practice within a culturally competent approach, and demonstrate an increased knowledge of Aboriginal issues and interventions.

Future Careers in:

- Mental Health
- Education
- Addictions
- Outreach
- Family Services
- Social Welfare

Students Learn:

- Identify and initiate traditional methods of healing practices
- Assess, support and counsel the needs of individuals, families and groups
- Community capacity development
- Interviewing, reporting and documenting
- Advocacy
- Challenges Facing Native Communities
- Historical and current Legislation of social systems
- Maintain effective working relationships with colleagues, peers and supervisors

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

- SSW-NS 2015 cohort- 9 graduates
- SSW-NS 2016 cohort- 7 students have completed second semester

The program is being offered again in September 2017.



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

Business Diploma

Graduate students learn skills employers, from both remote Indigenous and larger urban centers are looking for. The first two-semester provide learners with a solid grounding in business practices. Students can graduate with a Business Fundamentals Certificate program at this point, or they can continue seamlessly into the third and fourth semesters with more in-depth topics that help prepare them for a future in business management or help them start their own business. Our program also teaches valuable social responsibility, networking, leadership, mentoring, and role modeling.



| | | | |
|---------|-------------------------------|--------------------|-------------------------|
| Partner | OSHKI / Confederation College | Credential Awarded | Ontario College Diploma |
| Campus | OSHKI | Program Length | 4 Semesters |



Indigenous Wellness and Addictions Prevention (IWAP)

In partnership with Canadore College



The Indigenous Wellness and Addictions curriculum is based on the holistic teachings of the Medicine Wheel, with a focus on the root causes of addiction within Indigenous communities. Students will learn both 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.

Future Careers:

- Alcohol and drug treatment units
- Family resource centres
- Young offender residential centres
- Substance abuse prevention counselling and treatment centres

Students Learn:

- Traditional healing, learning and teaching
- Cultural specific helping
- Challenges facing Native communities
- Interviewing, reporting, and documenting
- Addictions counselling skills
- Relapse preventions
- Multiculturalism
- Psychology and sociology



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

- IWAP 2017 Cohort 12 students enrolled; 11 students continuing their studies.

This program is being offered again in September 2017.

| | | | |
|----------------|--------------------------|---------------------------|-----------------------------|
| Partner | OSHKI / Canadore College | Credential Awarded | Ontario College Certificate |
| Campus | OSHKI | Program Length | 5 Semesters |

Program Delivery Model

OSHKI's unique program delivery model for post secondary programs blends on-campus, online and distance learning. This model takes post secondary education to 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.

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 AECE, SSW-NS and AFEP Students:

- Algoma Day Care
- Nanabijou Childcare Centre
- W.J. Griffis Children's Centre
- Ogden Day Care
- Grace Remus Day Care
- Woodcrest Day Care
- Mahmowenchike St Vincent
- Mahmowenchike St Anne
- Aboriginal Head Start
- Kinderplace Child Care
- George Jeffrey Day Care
- Little Lions Hyde Park
- Little Lions McKellar Park
- Step by Step Bayberry
- Salvation Army Booth Centre
- Thunder Bay Indian Friendship Center
- Ontario Native Women's Association
- Dennis Franklin Cromarty High School
- Our Lady of Charity School
- Beendigen Inc.
- John Howard Society
- Multicultural Youth Centre
- Dilico Anishinabek Family Care
- Kiikenomaga Kikenjigewen Employment & Training Service
- Wequedong Lodge
- Ka-Na-Chi-Hih Solvent Abuse Treatment Centre
- Shelter House
- Anishnawbe Mushiki
- Tikinagan Child & Family Services
- Our Kids Count
- Nishnawbe-Aski Nation
- Nishnawbe-Aski Legal Services Corporation
- Signature Accounting
- Nishnawbe Aski Development Fund
- Matawa First Nations Council
- MNP

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.

Discovering new prospects through Learning2Mine

Learning2Mine.ca allow learners to explore and interact with a new world of career opportunities in mining and skilled trades.

Mobile Learning through Rumie Tablets *NEW!*

Starting in the 2017-18 academic year, OSHKI will be piloting new Rumie Tablets to enhance and support students' learning, holistic well-being, and successful transition to student life at OSHKI.

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 First Nations youth aged 18-29 with hands on experiences and on-the-job exposure to the mining industry.

Over four (4) program intakes, we successfully graduated 50 out of 66 youth participants, a 76% success rate, and transitioned graduates into employment or post-secondary education and training opportunities. 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 through their ENSEMBLE Network has publicly profiled our model of success to other Aboriginal communities and mining companies across Canada. In addition, we presented AMSTEP as a best practice at the Maintenance, Engineering and Reliability / Mine Operators Conference which was held October 17-18, 2016, in Sudbury, 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, Mishkeegogamang First Nation, Cliffs Natural Resources, Webequie 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 – 1st Program Intake

- January – April 2013
- 16 youth participants from Webequie First Nation
- 14 graduates

AMSTEP – 2nd Program Intake

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

AMSTEP – 3rd Program Intake

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

AMSTEP – 4th Program Intake

- June – November 2016
- 18 youth participants from Mishkeegogamang First Nation
- 13 graduates

AMSTEP – 5th Program Intake

- April – August 2017
- 16 youth participants from signatory, participatory, and affiliate communities
- In progress



Basic Radiological Technician Program (BRT)

This community based program provides instruction to local health employees at nursing stations in remote communities 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 2016, 17 participants, completed Phase 1, including OSHKI's Student Support Worker
- In October 2016, 11 participants, completed Phase 2, including OSHKI's Student Support Worker

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 2016

Graduation 2016 was held on Friday, June 10. Families and friends witnessed 32 students graduate with hard earned diplomas and certificates. The master of ceremonies was Dobi-Dawn Frenette, Director of Education Secretariat at Nishnawbe Aski Nation. Keynote speaker was Ontario Regional Chief Isadore Day, Wiindawtegowinini, Chiefs of Ontario.

Aboriginal Early Childhood Education Program

Alanda Mattinas - Constance Lake First Nation
Leslie Meekis - Sandy Lake First Nation
Cheri Tschetter - Pic River First Nation
Raven Fiddler - Sandy Lake First Nation
Keeri King - Pikangikum First Nation
Starlene Kamenawatamin - Bearskin Lake First Nation

Aboriginal Financial & Economic Planning Program

Karla Kakegamic, Keewaywin First Nation
Marissa McPherson, Sandy Lake First Nation

Basic Radiological Technician Program

Denise Troutlake, Webequie First Nation
Linda J. Wabano, Eabametoong First Nation
Evelene Wesley, Pikangikum First Nation
Rosanne Jacob, Webequie First Nation

Business Fundamentals Program

Ashley Magiskan, Aroland First Nation
Glen Wabasse, Webequie First Nation
Chantal Chikane, North Caribou First Nation
Jocelyn Fiddler, Bearskin Lake First Nation

Personal Support Worker Program

Barb Swazey-Gordon, Lac Des Mille Lac FN
Georgette Shapwaykeesic, Whitesand First Nation
Brenda Fortier, Red Rock First Nation
Patricia Machendagoos, Whitesand First Nation
Courtney McKenzie, Lac Des Mille Lac FN
Victoria Allan, Gull Bay First Nation
Flora Waswa, Eabametoong First Nation

Pre-Health Sciences Program

Donna Atlookan, Eabametoong First Nation
Maria Meekis, Sandy Lake First Nation

Social Services Worker - Native Specialization Program

Ann Marie Otiquam - Pic River First Nation
April Tuesday - Mishkeegogamang First Nation
Lee-Anne Besselt - Sioux Lookout
Olivia Pelky - Gull Bay First Nation
Donna Gagnon - Aroland First Nation
Sarah Mekanak, Bearskin Lake First Nation
Elaine Mamakwa - Wunnumin Lake First Nation



Governing Council Medal for Outstanding Academic Achievement

OSHKI awarded the sixth Governing Council medal for outstanding academic achievement to Lee-Anne Besselt from Sioux Lookout, Ontario. Lee-Anne's 4.0 Grade Point Average was achieved in the midst of working full-time while taking the Social Service Worker – Native Specialization Program.



Student Success Initiative

The success of all our students is important to us. OSHKI 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: Leanne Marshall to conduct Bead-In (MMIW) Workshop, Stan Wesley conducted Student Support Initiative Gathering and Derek Wentzell, NADF did a presentation on Budgeting. New this year, during our on-campus sessions we have theme days; Halloween, Onsie day, etc.

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 among the students, as well within their classrooms.

Our students had an opportunity to attend the 3rd 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. Oshki-Pimache-O-Win Education & Training Institute 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 what Thunder Bay has to offer in terms of various services.

Elder-on-Campus Program

Our Elder-On-Campus program is an integral student support service. Elder Brenda Mason 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



Recruitment at a Glance - 3 Stages

Stage 1

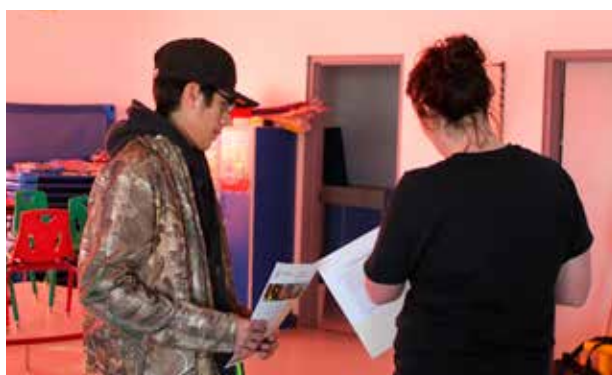
Prospective students consider their career goals then chat with us in person, at presentations, career fairs or over the phone. They visit our website and facebook page to get a good understanding of life at OSHKI. Once they decide on the program, applicants complete the Oshki-Pimache-O-Win Program Application 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.

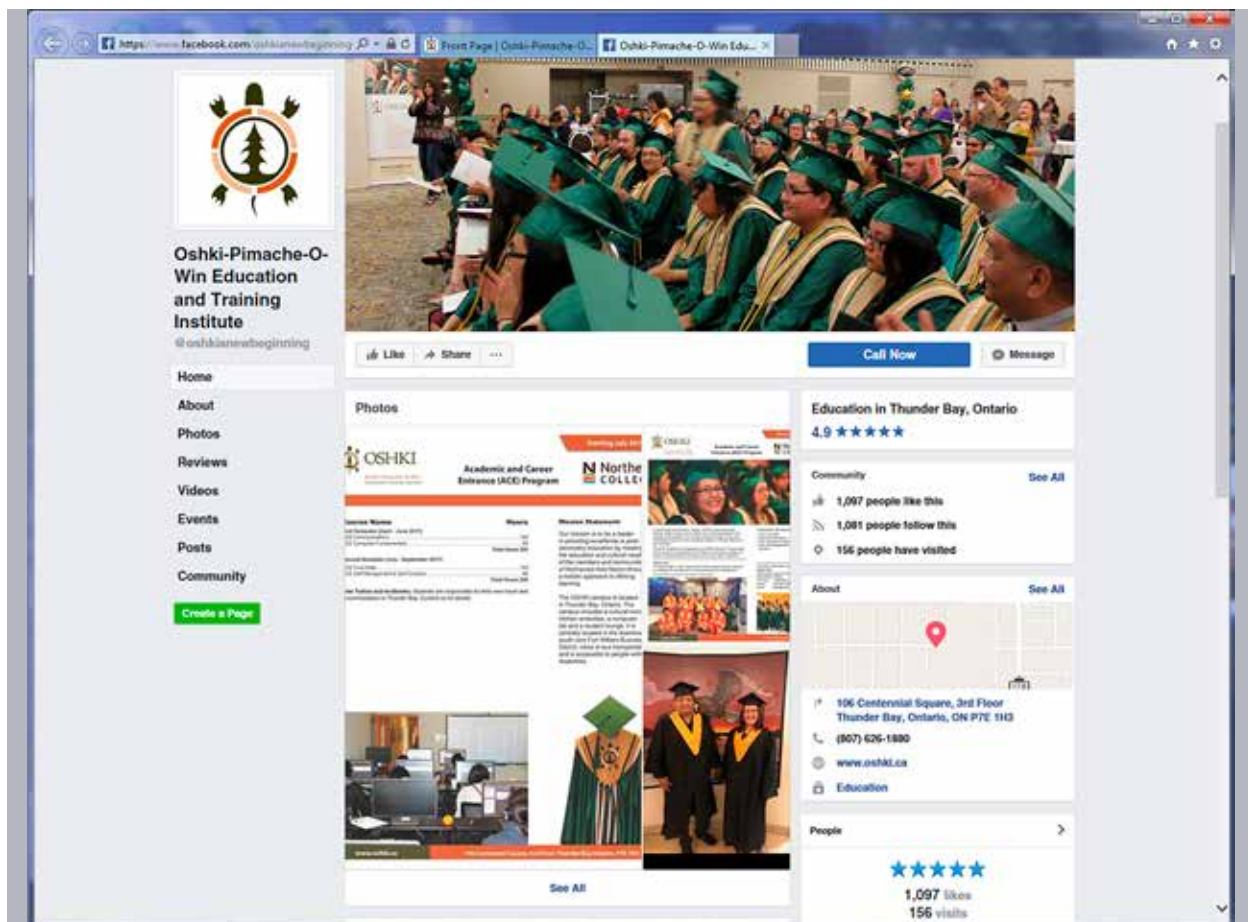


Website & Social Media

OSHKI website is now the go-to tool that students use to make selections about the programs they wish to take. 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 excitement of a new adventure. Registering on-line continues to increase in popularity. 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

- | | | |
|---------------------------------|--------------------|---------------------|
| 1. Bearskin Lake | 9. Fort Severn | 17. Wapakeka |
| 2. Sandy Lake | 10. Kasabonika | 18. Pic River |
| 3. Pikangikum | 11. Constance Lake | 19. Weagamow Lake |
| 4. Kingfisher Lake | 12. Moose Cree | 20. Eabametoong |
| 5. Whitesand | 13. Fort Albany | 21. Mishkeegogamang |
| 6. Gull Bay | 14. Deer Lake | 22. Ginoogaming |
| 7. Kitchenuhmaykoosib Inninuwug | 15. Keewaywin | 23. Aroland |
| 8. Webequie | 16. Muskrat Dam | 24. Long Lake #58 |

Career Fairs

- Sachigo Lake – March 2, 2016
- Muskrat Dam – March 3, 2016
- Neskantaga – April 7, 2016
- Lac Seul – April 20, 21, 2016
- Kitchinamay Koosib Inniniwug – April 25, 2016
- Webequie – May 25, 2016
- Kingfisher – June 1, 2016
- KKETS Orientation – June 30, 2016
- CLE Booth – August 10, 11, 12, 2016
- Gull Bay – August 10, 2016
- NAN/DFC Orientation – September 8, 2016
- Timmins – October 14, 2016
- SLAAMB Career Fair at DFC – February 9, 2017
- Pelican Falls First Nation HS – February 17, 2017
- Moosonee – February 24, 2017

Conferences

- KKETS Orientation – April 29, 2016
- DFC Grad visit – May 4, 2016
- Kasachewan Information Session at Valhalla Inn – May 5, 2016
- Pikangikum Visit (Campus Visit) – May 9, 2016
- Aboriginal Partnership Exchange (APEX) – June 8, 2016
- NAN Mental Health & Addictions Tradeshow – November 17, 2016
- NAN Winter Chiefs Assembly – January 31, February 1 & 2, 2017
- Shibogama Education Conference – February 7, 2017
- Windigo Education Conference – February 14, 2017
- Matawa Education Conference – March 7, 2017
- Anishinaabemowin-Teg Language Conference, March 31-April 2, 2016
- Maintenance, Engineering and Reliability / Mine Operators (MEMO) Conference, October 17-18, 2016
- Timmins Mining Summit, October 19-20, 2016
- PDAC Convention, March 6-8, 2017



Partnership Agreements

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

AFEP Advisory

Jessica McLaughlin- Chair
 Brian Davey
 Jocelyn Fiddler
 Alain Gosselin
 Burgundy Matawapit
 Marissa McPherson
 Charmaine McCraw
 Dorothy Roberts
 Sharon Smith-Baxter

SSW-NS/IWAP Advisory

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

AECE Advisory

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

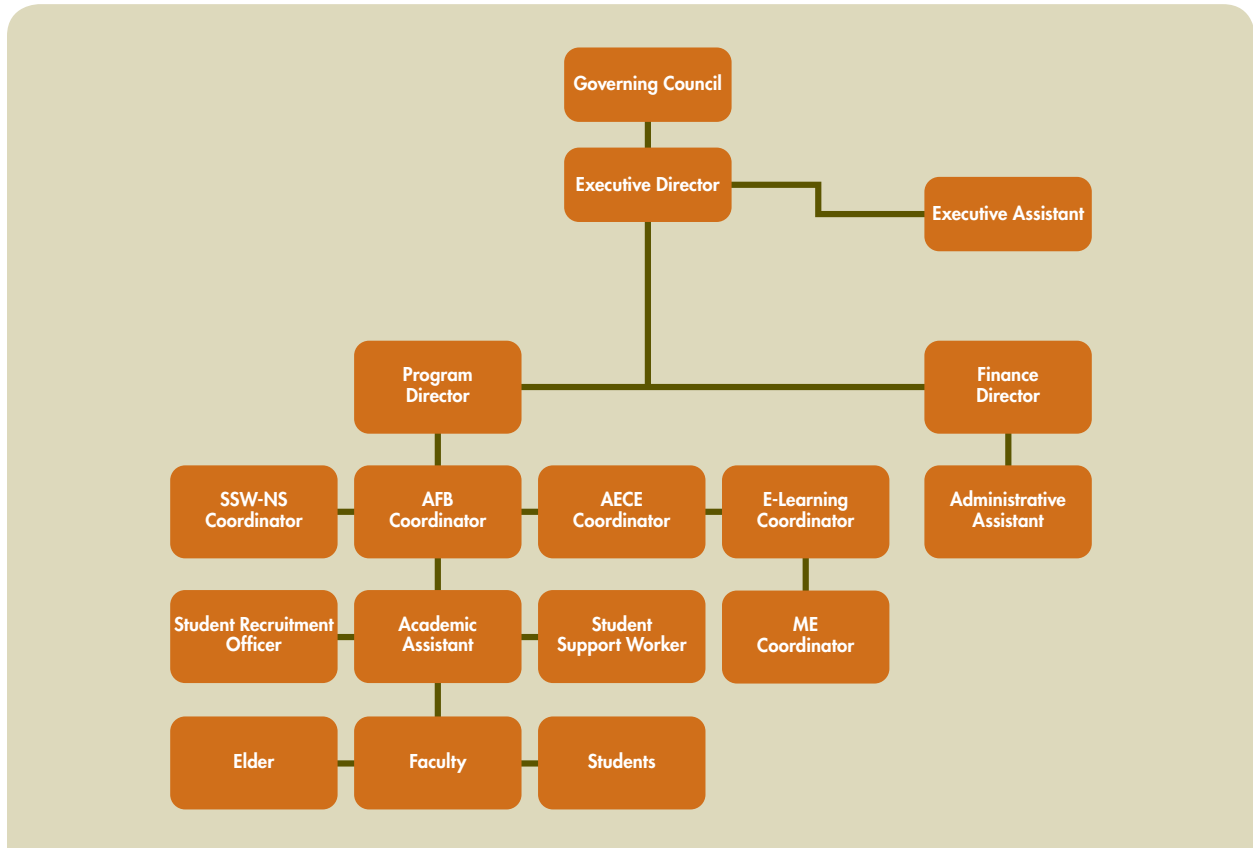


Human Resources; The OSHKI Team

| POSITION | NAME |
|---|--------------------|
| Executive Director | Rosie S. Mosquito |
| Finance Director | Gary Bruyere |
| Executive Assistant | Joanne Fox |
| Administrative Assistant | Rachel Fiddler |
| Program Director | Lorrie Deschamps |
| Aboriginal Humanities Program Co-ordinator | Rhonda Turbide |
| Aboriginal Early Childhood Education Program Co-ordinator | Lori Huston |
| e-Learning Co-ordinator | Gordon Kakegamic |
| Mining Essentials Co-ordinator | Marlon Gasparotto |
| 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 |



Organizational Structure



Governance

The Governing Council of nine members who bring a wide arrange of expertise and knowledge that support effective governance of our institute.

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.

The AIC is developing a Policy for Aboriginal Institutes in Ontario in collaboration with the Ministry of Advanced Education and Skills Development through a Policy Co-creation Table established in December 2016.

The Policy for Aboriginal Institutes will:

- recognize that Aboriginal Institutes make a unique and valuable contribution to the postsecondary education system for our people
- recognize that Aboriginal Institutes are indigenous controlled and will remain indigenous controlled
- provide separate but equal status for our Institutes in relation to colleges and universities
- provide secure and sustainable core funding for Aboriginal Institutes
- enable Aboriginal Institutes to obtain credential granting status and accreditation

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 Education & Training Institute
- Seven Generations Education Institute
- Six Nations Polytechnic
- Shingwauk Kinoomaage Gamig

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 Advanced Education and Skills Development
- Goldcorp Inc.
- Nishnawbe Aski Nation
- Status Women of Canada

Financial Statements

Oshki-Pimache-O-Win Education & Training Institute Statement of Financial Position

| As at March 31 | 2017 | 2016 |
|---|------------------|------------------|
| | \$ | \$ |
| ASSETS | | |
| Current | | |
| Cash | 1,666,995 | 405,071 |
| Short-term investments [note 2] | 862,124 | 309,710 |
| Accounts receivable [note 3] | 303,753 | 682,679 |
| Harmonized Sales Tax receivable [note 4] | 71,972 | 62,628 |
| Prepaid expenses | 24,599 | 32,580 |
| Total current assets | 2,929,443 | 1,492,668 |
| Capital assets, net [note 5] | 1,795,878 | 239,294 |
| | 4,725,321 | 1,731,962 |
| LIABILITIES | | |
| Current | | |
| Accounts payable and accrued liabilities [note 6] | 512,806 | 312,339 |
| Due to Ministry of Advanced Education and Skills Development (MAESD) | 11,288 | 17,769 |
| Due to Indigenous and Northern Affairs Canada (INAC) | 284,550 | 284,550 |
| Due to Health Canada | 250,014 | 117,142 |
| Due to Ministry of Aboriginal Affairs | 3,305 | 3,305 |
| Deferred revenue [note 7] | 1,049,033 | - |
| Total current liabilities | 2,110,996 | 735,105 |
| Deferred capital contributions [note 8] | 1,482,037 | 86,052 |
| Fund balances | | |
| Administration - unrestricted | 221,682 | 160,797 |
| Internally restricted | 596,765 | 596,765 |
| Invested in capital assets | 313,841 | 153,243 |
| | 1,132,288 | 910,805 |
| | 4,725,321 | 1,731,962 |

See accompanying notes to the financial statements.

Approved On Behalf Of Council:

 July 28, 2017



Independent Auditor's Report

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

Grant Thornton LLP
Suite 300
979 Alloy Drive
Thunder Bay, ON
P7B 5Z8
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F +1 807 345 0032
www.GrantThornton.ca

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, 2017 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 Education & Training Institute as at March 31, 2017 and its financial performance and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.



Thunder Bay, Canada
July 24, 2017

Chartered Professional Accountants
Licensed Public Accountants



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