

New Beginnings. Stronger Communities.

ANNUAL REPORT | 2019-2020



OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE



"I had a great experience as an ECE student at OSHKI-WENJACK. My instructors were understanding and helpful. I loved field placement where I was able to work with children. I was able to attend OSHKI-WENJACK with my newborn baby and have her in class with me, and as challenging as it was, I had a lot of support from my classmates and coordinator. I'm really grateful to have successfully finished the program."

Georgette Keno, North Spirit 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 animal swimmers. One day, a woman fell from the sky and landed on a giant turtle. The woman had nowhere to go, and so she had to stay on the turtle. 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 of the other animals laughed at him because of his small size. They believed he would also fail. The woman, however, said he could try. The muskrat dove straight down into the water. He stayed under the water longer than any of the other animals. Because he dove so deep, the water became so dark that 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.

The Story of Chanie Wenjack

Chanie Wenjack, misnamed Charlie Wenjack by his teachers, was an Anishinaabe boy, born in Ogoki Post on the Marten Falls Reserve on January 19, 1954. In 1963, at the age of nine, Chanie was sent to the Cecilia Jeffrey Indian Residential School in Kenora, Ontario. In 1966, 12-year old Chanie ran away from Cecilia Jeffrey. He was trying to go home. Home was 600 kilometres away in Ogoki Post. Nine others ran away that same day, but all were caught within 24 hours. Sadly, Chanie did not make it, his body was found beside the railway tracks on October 22, 1966, a week after he ran away from the residential school. He succumbed to starvation and exposure, all he had in his pocket was a little glass jar that held seven wooden matches. Chanie's story, like many stories of Indigenous children, tell us of Canada's legacy of colonization of Indigenous Peoples.

Our Logo

Oshki-Pimache-O-Win means "A New Beginning." The OSHKI-WENJACK logo symbolizes the beginning of a new life for those who pursue an education to improve their lives. The turtle and the tree represent the story of how land was created. The tree in the turtle represents the beauty and life that the land has given us. The turtle represents the potential of an individual to take something simple, like a little clump of dirt, and turn it into something beautiful and wonderful. The original Oshki-Pimache-O-Win logo was designed by Alvin R.S. Fiddler of Sioux Lookout, Ontario.



In 2018, OSHKI incorporated the Chanie Wenjack story into the name of the institute and into the logo; Oshki-Pimache-O-Win: The Wenjack Education Institute (OSHKI-WENJACK). The image of the person walking represents Chanie who further represents learners walking the Red Path. The railway tracks represent the Red Path. Walking the Red Path means having that connection to all that surrounds us. It means respecting all others, Mother Earth and Father Sky. It means finding our own balance spiritually, physically, mentally and emotionally. OSHKI-WENJACK recognizes the importance of maintaining that strong connection to what keeps us connected and balanced; family, land, teachings, and traditional ways.

“The Indigenous Classroom Assistant program is a hands-on, relevant learning experience for all who work with students in a school setting. As an instructor in the ICA program, I have met and learned from students who enrich the course content with relevant and timely stories. Students come prepared to learn but also prepared to share knowledge. At OSHKI-WENJACK, students and instructors enlighten each other, as they form bonds in an academic community that is authentic. The building and classrooms feel familiar and staff and students are welcoming and supportive of one another. I’ve been blessed to be a part of graduating cohorts where the students’ perseverance and personal triumph made me proud to be a part of the OSHKI-WENJACK team.”

Paula Nordlund, Instructor for Indigenous Classroom Assistant Diploma Program



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

Oshki-Pimache-O-Win: The Wenjack Education Institute is growing and maturing to be the Institute that was envisioned when the Nishnawbe Aski Nation Chiefs created it in 1996. This fiscal year has resulted in new partnerships and programs that will benefit the people of our Nations. I have grown in my appreciation for our staff and students who have been models of perseverance. Our graduates have always worked hard, but they face the reality that they may not be able to have a traditional graduation ceremony as we enter a global pandemic. Our students are continuing to attend their online classes and submit their assignments which gives me hope as we move forward.

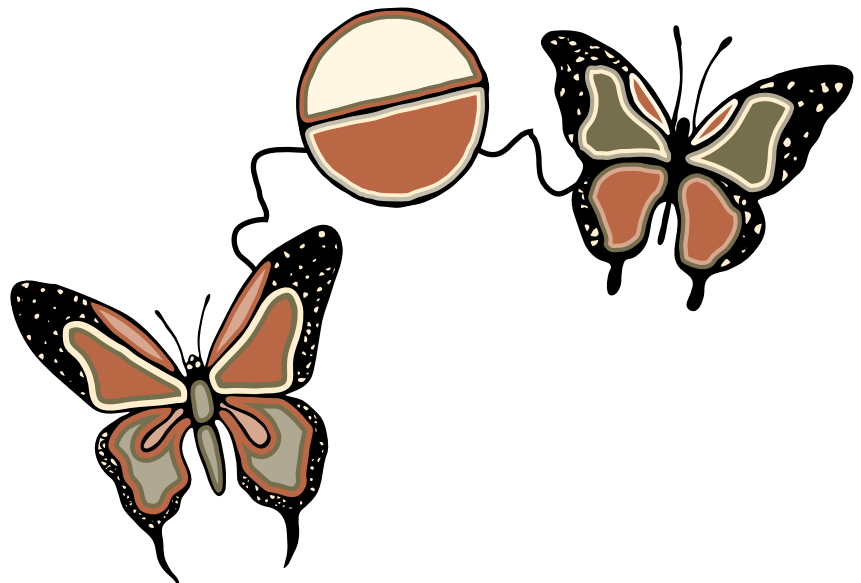


Our unique delivery model allowed us to pivot quickly to 100% online at the beginning of the pandemic. It has allowed our students to continue their learning while protecting them, their families, and their communities. We have made investments in technology that will transform the way that our communities can pursue their post-secondary opportunities, and I'm hopeful that we will continue to be a shining beacon for all. The Governing Council and I have been consistently impressed by the tenacity and desire that has allowed our students to continue their learning.

I believe that this year will show the resilience of our Nishnawbe Aski Nation people, and I look forward to seeing how we can light the way in this new reality.

Thank you to all who provide guidance and strength as we go forward. The Nishnawbe Aski Nation Chiefs, the other Governing Council Members, our staff and the students are all part of the achievements that we make on a daily basis.

Sincerely,
Arlene Meekis, Chair



Message from the A/Executive Director

Oshki-Pimache-O-Win: The Wenjack Education Institute continues to grow throughout Nishnawbe Aski Nation. This fiscal year has seen milestones reached and growth evident in our student success rates. We forged new relationships with partner Universities and Colleges to give our students a greater range of learning opportunities.

We continue to build culturally relevant Indigenous post secondary education and training models. We have added new programs with a distinctive Indigenous approach for passing traditional knowledge, skills and values to our students. We have increased our capacity both in terms of facility space and staffing. This was made possible by increased funding.

OSHKI-WENJACK strives to fulfill our mission statement and mandate.

This year marked many milestones such as graduating the first Practical Nursing Program students, the launch of the Bachelor of Education Degree Program with Brock University as well as the expansion of our Thunder Bay Campus. We continued to operate with the safety of staff and students in mind at the beginning of the COVID-19 pandemic. We took our work home with us and stayed in close contact with students and communities during an unprecedented time.

We are grateful for our partnerships with the Colleges and Universities, within the Nishnawbe Aski Nation First Nations and beyond as we reach for higher levels of excellence. The accomplishments of OSHKI-WENJACK are the result of the extraordinary support of Nishnawbe Aski Nation Chiefs, and Leadership from our Governing Council members. I would also like to thank the Directors, Staff, Faculty and most importantly, our Students in for their collective passion and commitment help create stronger communities.

Thank you,
Gary Bruyere, A/Executive Director





Post Secondary Programs

Degree

Aboriginal Bachelor of Education (Primary/Junior)

Diploma

Business Diploma

Early Childhood Education

Indigenous Classroom Assistant

Indigenous Wellness and Addictions Prevention

Police Foundations

Practical Nursing

Social Service Worker - Indigenous Specialization

Certificate

Academic and Career Entrance

Life Skills

Personal Support Worker

Other Training & Professional Development

Aboriginal Mining and Skilled Trades Entry Program

Airport Management Training Program

Anishnawbe Forestry Operations & Trades Training Program

Empowering Women for Community Wellness 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.

"At the institution you become a part of a very supportive family and no one is ever turned away. The people, the educators, the staff and students are all focused on doing it together! I am proud to have this opportunity of learning online where I can stay home with my 2-year-old twins, continue to work with my senior kindergarten classroom and focus on being the best person I can be. It is a lot to juggle being a single parent, but OSHKI-WENJACK has been a huge help to my education and my family's future."

Michaela Bottle, Mishkeegogamang First Nation



Aboriginal Bachelor of Education Degree (Primary/Junior)

There is a growing demand for certified and qualified teachers throughout the First Nations communities in Ontario. At OSHKI-WENJACK, students receive the necessary skills that will give them greater experience in classroom management, teaching strategies, and course development. The blended delivery model along with cultural integration gives the student a more encompassing background in education. Upon completion of the program, students will find careers as classroom teachers, school administration, kindergarten teaching, and further professional development and additional qualifications to further their studies at the graduate level. Students are recommended for membership to the Ontario College of Teachers and receive a Certificate of Qualification and Certificate of Registration upon completion of the degree program.

Graduates from the program are committed to not only further developing their learning tools and strategies, but also navigate the educational growth of the younger generations in their individual communities. With up-to-date curriculum and guidelines, students will be better prepared for a successful tomorrow.





"Positive turn in my life! First of all, I would like to say, Miigwetch! To OSHKI-WENJACK Institute and staff and especially the coordinator of the business program. I am pleased for this opportunity to achieve my experience, in higher education with OSHKI-WENJACK.

The enjoyment of meeting new people from other communities and having the same goal to succeed. We aimed to reach for our own accomplishments, as we have struggled in hard times and the barriers were overwhelming, to this point. This adventure of success was extreme but beneficial."

Carl Paypom, Washagamis Bay First Nation

Business Diploma

Learners in the Business Diploma program will learn current business practices, trends and opportunities that are relevant in both rural and urban settings. Graduates will develop the knowledge and skills needed for the fast-paced business environment in their communities as well as anywhere in Canada's. Your learning will combine contemporary business topics with traditional Indigenous knowledge.

Your learning journey will include instruction on all aspects of business including marketing, accounting, business writing and communications, human resources, computer skills, economic development, project management, entrepreneurship and more. Indigenous-specific supports include time with an Elder, sharing circles and cultural activities. Graduates may secure employment in band offices, health centers, educational institutes, aviation, mining and energy administration offices, and more.





Early Childhood Education Diploma Program



OSHKI-WENJACK's Early Childhood Education program is a two-year, five-semester program in partnership with Canadore College. At OSHKI-WENJACK, students learn the invaluable skills they need to begin or enhance their rewarding career working with young children.

This activity-based program is delivered through a holistic approach and is inclusive of Indigenous world views. Students receive the foundational theory of a child's developmental growth including cognitive and socio-emotional development. This knowledge combined with the hands-on Field Placement opportunities in Thunder Bay and in home communities, provide our students with the resources to succeed. Graduates of our program are committed to early learning in their First Nations Communities.





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.



"I'd like to start this endorsement by just saying I've really enjoyed and am enjoying the IWAP class thus far. I've learned quite a bit about myself and the subject matter we are taking. It's been quite an eye opener and I feel that I've chosen the right educational path to walk down. I look forward to learning more. The program is great. Really fits my needs as a single parent and also for someone who hasn't been in school since the early 2000's. I can't wait to complete the course and see what's next. Thank you to OSHKI-WENJACK staff and teachers."

*Jackson Copenace, Animakee Wa Zhing 37 First Nation
(North West Angle #37)*



Indigenous Wellness and Addictions Prevention Diploma Program



The Indigenous Wellness and Addictions Prevention Diploma 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.





"Life at OSHKI-WENJACK opened an opportunity for me to be a mom and pursue my education. Together with the support of OSHKI-WENJACK and the great teachers, you can accomplish anything - I am one step closer to a career and great future for my family."

Tiffany Gordon, Lac Seul 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 diversity, police powers, community-based policing, lifestyle management and investigative techniques. Using the latest technological resources, students will apply de-escalation and use of force strategies in judgement training simulations dealing with mental health disorders and addictions. Graduates will have the opportunity to enter the workforce with many law enforcement services including 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 diploma, they are eligible 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.





“Teaching in a school that encourages our language and traditions is what draws me to work with OSHKI-WENJACK.”

Ron Kanutski, RSW, Red Rock Indian Band (Lake Helen First Nation)

Social Services Worker – Indigenous Specialization Diploma Program



The Social Service Worker – Indigenous 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 program gives the students enhanced knowledge to provide clients with the 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.





Certificate Programs

Academic and Career Entrance Certificate Program

The Academic and Career Entrance (ACE) program is offered to students who are working towards their equivalency to high school/ grade 12 entry requirements into college/university programs, trades/ apprenticeships. We offer both on campus and online learning options with this program. Enrollment and assessment are year round. We aim to deliver 40 weeks in a calendar year. We currently have the ACE classroom open 15 hours a week in our 2nd floor classroom. Students on campus have access to other student supports as well as their dedicated instructor from our partner Confederation College. Distance students have the same access via internet, where available.

Life Skills Certificate Program

This certificate program prepares group leaders to develop and deliver dynamic workshops and training programs using the NewStart model of adult education. Completing the certificate provides group leaders with experiential learning tools and techniques applicable to a wide range of adult learning environments.

Personal Support Worker Certificate Program

Personal Support Workers (PSWs) are in demand in both rural and urban centers. As a PSW, you may work with nurses and other health care professionals, assisting them with patient care. You will be a vital part of community health care – and often the person who really makes someone's day when they need a smile the most. Our Personal Support Worker one-year certificate program will give you the skills you need to support elders, community members, and others that need personal care. If you can speak an Indigenous language, it is definitely an asset to finding employment. During this program, you'll take courses in supportive care, professional growth, helping relationships and assisting clients across the lifespan.



Other Training & Professional Development Programs

Aboriginal Mining and Skilled Trades Entry Program

AMSTEP is a unique and innovative youth workforce development and training model developed by OSHKI-WENJACK in partnership with Goldcorp Musselwhite. AMSTEP is designed to train and develop indigenous 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 indigenous youth by providing them with hands on experiences and on-the-job exposure to the mining industry in Ontario's Far North.

The 7th intake of the program took place in Thunder Bay where the youth 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 designed in partnership with the Ontario Ministry of Transportation and Wasaya Airlines to train and develop community members for employment opportunities at MTO operated community airports. It offers a unique pathway for employment in community airports and a transition to further education and training opportunities for jobs in the aviation industry. Students attend 9 weeks of skills training and workforce development followed by a 3 week work placement.

We successfully delivered 3 intakes of the program, the first held in Pickle Lake and the second and third intakes outside Thunder Bay at Quetico Centre. The training participants successfully completed their 9-week training program in addition to a 3-week paid work placement at a local community airport.



Anishnawbe Forestry Operations & Trades Training Program

The Anishnawbe Forestry Operations and Trades Training Program is in partnership with Agoke Development Corporation and Rocky Shore Development Corporation to train and develop community members for skills training and workforce development in the forestry and skilled trades sectors. This program offers an innovative pathway to employment at community saw mills and a transition to further education and training opportunities for jobs in the forestry industry. Students attend 6 weeks of training and workforce development followed by a work placement up to 8 weeks.

We successfully delivered a 1st intake outside Thunder Bay at Quetico Centre that resulted in the training participants successfully completing their 6-week training program in addition to their work placements that ranged up to 8 weeks.



Empowering Women for Community Wellness Program

The unique one-week program in partnership with Women and Gender Equality (formerly the Status of Women in Canada) consists of four modules that support, empower and champion Indigenous women as they embark on a journey to develop quality sustainable activities, build collaborative relationships, and re-engage their community members into active wellness activities. The curriculum, developed by Oshki-Pimache-O-Win: The Wenjack Education and Training Institute, is based on traditional teachings utilizing the Medicine Wheel and is designed to support Holistic learnings.

There are nine host communities selected with support and guidance of the Advisory Committee who are members from Nishnawbe Aski Nation communities. These selected First Nations communities are Fort Severn, Moose Cree, Eabametoong, Mishkeegogamang, Kingfisher Lake, Sachigo Lake, Pikangikum, Kitchenuhmaykoosib Inninuwug, and Sandy Lake



Sachigo Lake First Nation



Kingfisher Lake First Nation



Mishkeegogamang First Nation



Moose Cree First Nation



Fort Severn First Nation

Research Initiatives

ONCAT Partnership

OSHKI-WENJACK is working together with Lakehead University and partner colleges Confederation, Sault, and Canadore, in developing unique pathway projects for OSHKI-WENJACK student graduates. It is through these pathway developments and partnerships that will enable interested students to further their studies at the university level and obtain a degree.

Through both the Department of Social Work and Faculty of Business Administration at Lakehead University, students can enter their chosen degree program with advanced standing. This means diploma graduates enter into their university studies with the credits equivalent to completing first-year degree program courses and can register to enter directly into second-year courses.

Graduates who choose to further their studies can obtain the following degrees: Bachelor of Business Administration (B.B. Admin.) which is traditionally 3 years in length, the Honours Bachelor of Commerce (H.B. Comm.) which runs 4 years in length, and the 3-year Bachelor of Social Work (B.S.W.) degree.

During the duration of these projects, members of OSHKI-WENJACK, Lakehead University, and partner colleges visited various communities and held in-person consultations with students, community officials, parents, and other proponents interested in this important consultation process. Both the business and social work programs are seen as very important in order to address the challenges our communities are currently facing and feel these two particular programs can provide a level of positivity when members, especially younger people, within the communities are interested in furthering their education.



Graduation 2019

Graduation 2019 was held virtually on Thursday, June 6, 2019 at the Da Vinci Centre in Thunder Bay. Family and friends witnessed 63 students graduate.

Business Diploma Program

Katherine Albany
Jolene Fontaine

Kelly Anderson
Naomi Esquega

Janine Arpin

Early Childhood Education Diploma Program

Susan Barkman
Brenda Kakegamic
Marlene Salmonson

Lise Charette Mckay
Sandra Kakegamic
Chanelle Skunk

Samantha Duncan
Pauline Nothing
Tina Strong

Indigenous Wellness and Addictions Diploma Program (completed August 2018)

Ida Anishinabie
Julie Mamakwa
Noel A. White

Lorna Meekis Fiddler
Harold Meeseetawageesic
Helen Yesno

Timothy Fox
Edna Skunk

Indigenous Wellness and Addictions Diploma Program

Rebecca Ash
Doreen Dunbar
Jessie Mekanak

Nicole Beardy-Williams
Jocelyn Fiddler
Ida Misewace

Evangeline Chapman
Helen Kwandebance
Sierra Tuesday

Social Services Worker - Native Specialization Diploma Program

Danielle Favretto
Martha June Machimity
Blaire Rainville-Wesley

Sherrie Kakekaspan
Alana Odawa

Cynthia Kindla
Alysha Wesley

Advanced Chemical Addictions Diploma Program

Bertha Quisses
Florence Bouchard
Mary Childforever
Charles Williams

Cathy Therriault
Brian Linklater
Mike Morris
Marsha Rueben

Beulah Wabasse
Christine Kakegumick
Catherine Morris
Glenda Meshake

Certificates

Business Fundamentals Program

Carrie Peterson
Susie Whiskeyjack

Theresa Oombash-Machimity

Marie Stewart

Basic Radiology Technician Program

Margaret Edwards
Ruth Sainnawap
Christine Kakekaspan

Gabriel Shisheesh
Brent Beaver
Gloria Atlookan

Majorie Wheesk
Jerusha Beaver
Rebecca Sakanee

Personal Support Worker Certificate Program

Veronica (Gennelle) Cheesequay Cyanne Sandau



Governing Council Medal for Outstanding Academic Achievement

OSHKI-WENJACK awarded the eleventh Governing Council Medal for outstanding achievement to Tina Strong from Ochiichagwe'Babigo'Ining (Dalles) First Nation. Tina's 4.0 grade point average was achieved studying the Early Childhood Education Program. Congratulations, Tina!



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 whether they are on campus or online where ever they may reside.

We are privileged to have Elder Imprint Hanging Standing Woman, Brenda Mason, guide and support our students. Under the mentorship of the Elder, the students and faculty utilize The Cultural Room and online platforms 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 preparing and cooking of 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

OSHKI-WENJACK's recruitment team has been welcomed to many NAN First Nation communities and events, whether they are fly-in communities in the Far North or communities with road access. Our staff ensures to build meaningful working relationships while sharing OSHKI-WENJACK's Post-Secondary Programs and Services. Our team has also participated in many events within the City of Thunder Bay and we endeavor to continue to visit other cities and towns where there are many of our NAN membership residing, especially in Timmins and Sioux Lookout. Notably, an education recruitment event was held in Sioux Lookout where we partnered with the Nishnawbe Gamik Friendship Centre and participants included Confederation College, Lakehead University, Contact North, and Science North. During this larger event, an entire community participated and OSHKI-WENJACK staff prepared and served a traditional feast to the community members. During our First Nation community visits and other events, you will find at least 2-3 members of the OSHKI-WENJACK staff team attending to provide information about our institution and access to the services we provide.

Community Visits

- Bearskin Lake
- Ginoogaming
- Long Lake #58
- Geraldton
- Fort Severn
- Schreiber Literacy Office
- Pikangikum
- Neskantaga
- Wapekeka
- Pelican Falls High School
- Kiashke Zaaging Anishinaabek
- Poplar Hill
- Nishnawbe Gamik Friendship Center
- Sachigo Lake
- Lake Helen
- Eabametoong
- Constance Lake
- Muskrat Dam
- Whitesand
- Webequie

Career Fairs and Conferences

- Thunder Bay Indian Friendship Center Open House
- Metis Nation of Ontario Gathering
- PARO Centre Women's Business Enterprise
- Nishnawbe Aski Nation (NAN) Early Years Gathering
- NAN Justice Symposium
- SAAFE Walk at Ka-na-chi-hi Solvent Abuse Center
- NAN Student Orientation
- NAN Community Health Representative Fair
- NAN Health Fair
- NAN Health Summit
- Dennis Franklin Cromarty High School Career Fair
- Matawa Education Conference
- Pelican Falls High School Career Fair
- PARO Women's Business Enterprise Open House



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.

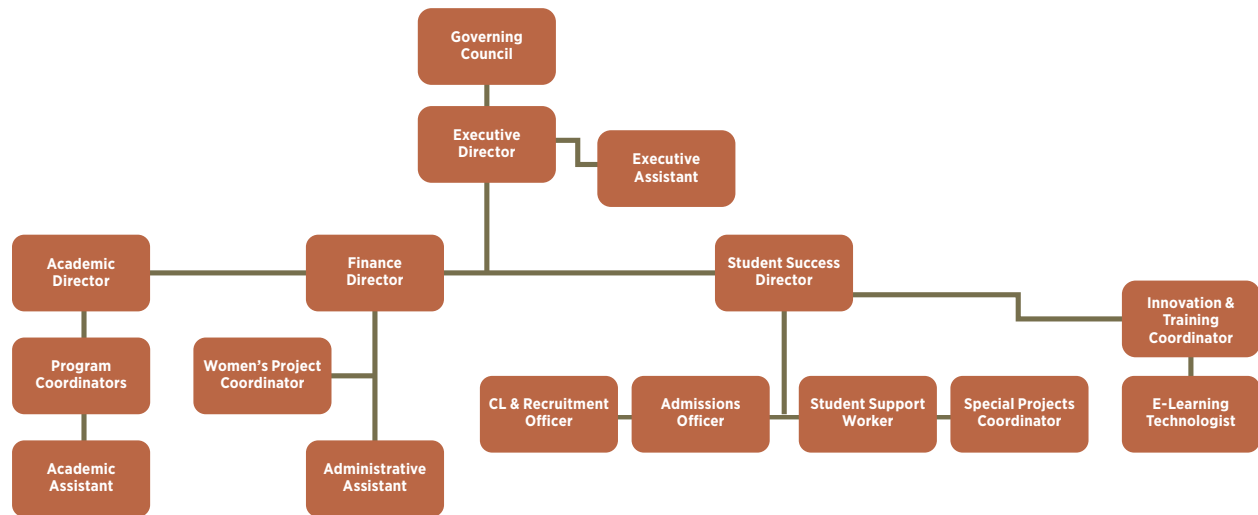
Nishnawbe Aski Nation

Human Resources; The OSHKI-WENJACK Team

POSITION	NAME
A/Executive Director & Finance Director	Gary Bruyere
Executive Assistant	Joanne Fox
Finance Assistant	Rachel Fiddler
Student Success Director	Lorrie Deschamps
Academic Director	Kim Falcigno
Academic Administrative Assistant	Marcia Redsky
Student Support Worker	Meaghan McLeod/Roxann Shapwaykeesic
Community Liaison & Student Recruitment Officer	April Head
Admissions Officer	Cinnamon Kelly
Innovation & Training Coordinator	Gordon Kakegamic
e-Learning Technologist	Devon Meekis
Special Projects Officer	Kathy Evans
Aboriginal Early Childhood Education Program Coordinator	Yvonne Debruyne
Aboriginal Humanities Program Coordinator	Rita Winter-Duncan
Business Program Coordinator	Dorothy Roberts
Practical Nursing Program Coordinator	Kara Morriveau/Johanna Myyrylainen
Police Foundations Program Coordinator	Sean Mulligan
University Program Coordinator	Anthony Santelli



Organizational Structure



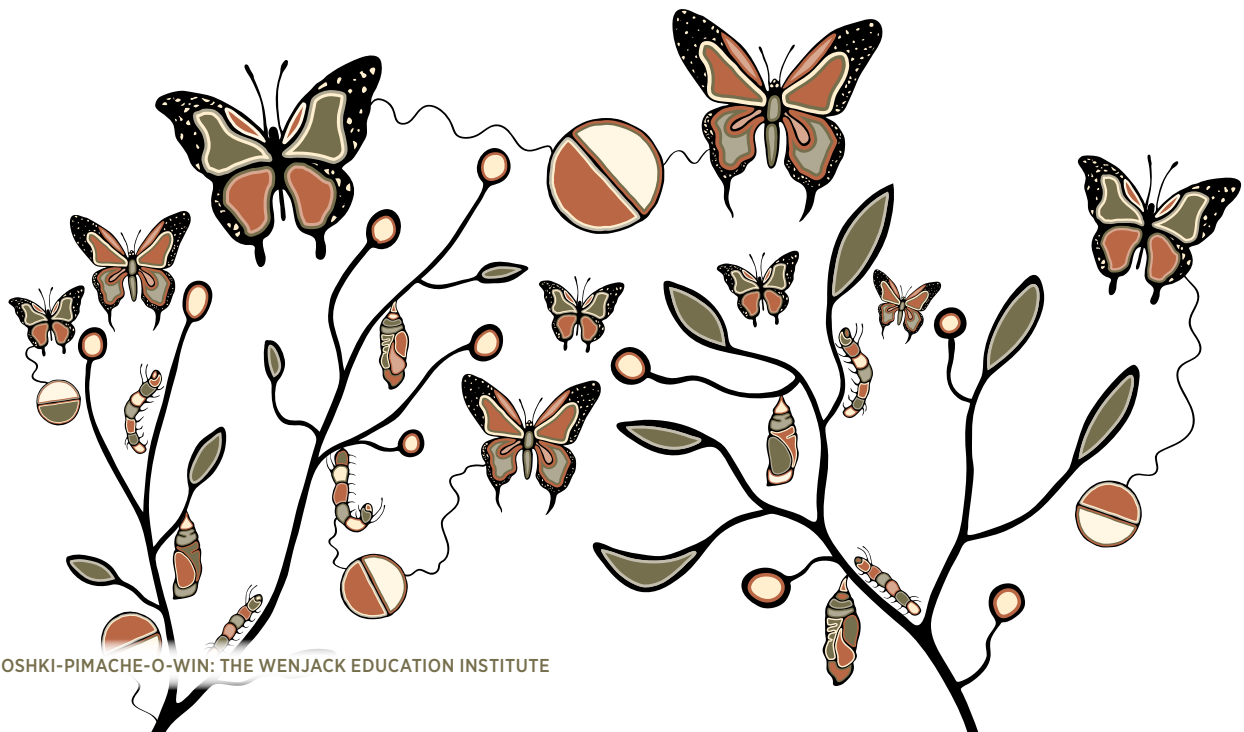
Governance

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
Vacant		Mushkegowuk Council
Lawrence Therriault, Elder	Aroland	Matawa First Nations
Sarah Waboose, Elder	Eabametoong	Matawa First Nations
Vacant, Youth		
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.



Financial Statements



Independent Auditor's Report

Grant Thornton LLP

Suite 300
979 Alloy Drive
Thunder Bay, ON
P7B 5Z8

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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, 2020, 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, 2020, 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 a 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.



Thunder Bay, Canada
August 11, 2020

Chartered Professional Accountants
Licensed Public Accountants



OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE

Oshki Pimache O-Win: The Wenjack Education Institute

Statement of Financial Position

As at March 31	2020	2019
	\$	\$
ASSETS		
Current		
Cash	4,723,340	3,263,766
Short-term investments [note 2]	568,342	568,342
Accounts receivable [note 3]	1,110,052	1,205,361
Harmonized Sales Tax receivable [note 4]	102,646	105,406
Prepaid expenses	30,763	57,103
Total current assets	6,535,143	5,199,978
Capital assets, net [note 5]	2,256,020	2,549,267
	8,791,163	7,749,245
LIABILITIES		
Current		
Accounts payable and accrued liabilities [note 6]	599,189	621,263
Due to Ministry of Training, Colleges and Universities (MTCU)	13,087	339,517
Due to Indigenous Services Canada	1,163,711	878,659
Due to Health Canada	-	401,616
Due to Ministry of Aboriginal Affairs	3,305	3,305
Deferred revenue [note 7]	3,122,007	1,490,063
Total current liabilities	4,901,299	3,734,423
Deferred capital contributions [note 8]	1,898,393	2,109,325
Fund balances		
Administration - unrestricted	1,037,079	868,790
Internally restricted	596,765	596,765
Invested in capital assets	357,627	439,942
	1,991,471	1,905,497
	8,791,163	7,749,245

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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