

# New Beginnings. Stronger Communities.

ANNUAL REPORT | 2020-2021



**OSHKI-WENJACK**

OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE



*Students of the Early Childhood Education Program, 2019*

*"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"> <li>1. To develop, design and deliver post secondary educational programs and services to meet the educational and cultural needs of the members and communities of Nishnawbe Aski Nation and other learners.</li> <li>2. To enhance, organize and coordinate the delivery of post secondary education and training programs and services which promote and support Nishnawbe Aski Nation culture, traditions, teachings, beliefs, language, values and life-styles.</li> <li>3. To establish protocols and partnerships with existing post secondary educational institutions and Nishnawbe Aski Nation communities at the local level as well as in the regional, national and international arenas.</li> </ol>

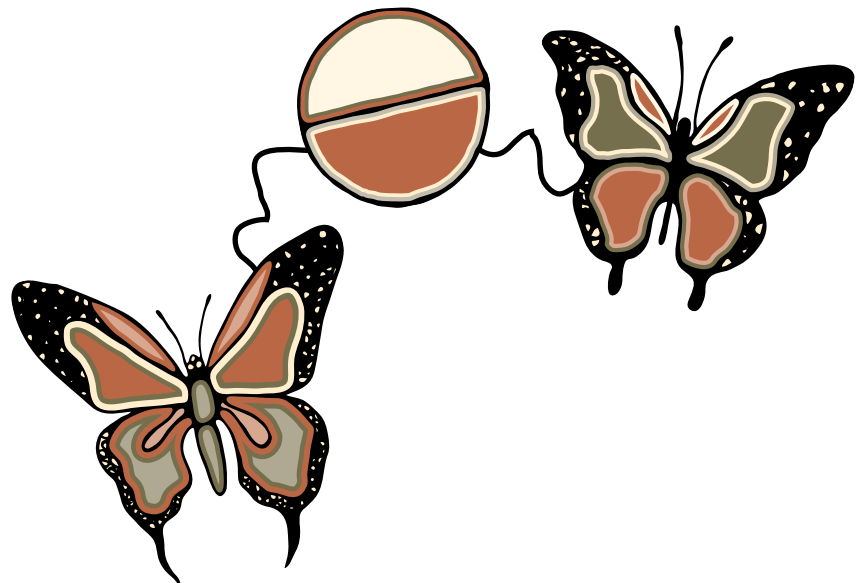
## *Message from the Chair*

Wachiye, Boozhoo! I, along with members of the Governing Council, are very honoured to acknowledge OSHKI-WENJACK's 20th Anniversary. The vision of the Chiefs of Nishnawbe-Aski has become reality and we are proud that hundreds of our people from our communities and nations are successful post-secondary graduates. We are excited to see the positive growth at OSHKI-WENJACK and how it continues to meet and support the needs of our people while they are on their education journey. Our graduates without a doubt contribute to our communities in many inspiring ways.

This year brought positive changes amid uncertainty with a health pandemic experienced across the world. We are fortunate that OSHKI-WENJACK continued to deliver the quality programming that attracts our students with its established blended delivery model. Many students remain enrolled in their classes despite the challenges they face all while managing their families and/or employment. We believe this is a testament to the collective efforts by the team of management and staff of the Institution led by President Lorrie Deschamps. The commitment to the safety and success of our students and their families is deserving of applause. We are very excited to attend convocation in October to celebrate the achievements of our dedicated Graduates of 2021.

On behalf of the Governing Council, I am proud of OSHKI-WENJACK's valuable impact on our students, their families, and our communities over the past 20 years and certainly for many more to come.

Sincerely,  
Arlene Meekis-Jung, Chair



## *Message from the President*

Wachiye! This is a milestone year for Oshki-Pimache-O-Win: The Wenjack Education Institute as we celebrate 20 years of achievement and success. It has taken many years of hard work and dedication to deliver quality programming and nurture the unique supports to grow the Institute and most importantly, ensure the achievements of our graduates. I am happy to celebrate with you and along with those who have been part of its history.

We are carrying on with the vision of the leadership who sought to have a post-secondary education and training institute for all community members of Nishnawbe Aski First Nations. OSHKI-WENJACK continues to respond to community needs and provide supports for students who are working towards a better future for themselves and their families.

We invite you to “New Beginnings, Stronger Communities”, our Strategic Plan for the next 3 years to guide OSHKI-WENJACK into the next phase of the Institute’s plans for the future.

This phase includes a critical step in ensuring our unique indigenous stamp on delivering post secondary education and training in the NAN territory and providing the cultural programming that is vital to the needs of our people. We are excited to move ahead with the provincial accreditation process and continue with growing OSHKI-WENJACK as a premier post-secondary institute for all learners. We aspire to develop and build a new physical campus for students and their families. Our students are deserving of a safe and culturally appropriate setting and our vision includes an inviting campus for land-based learning and where students can access supports and activities while they are attending our Institute. Our students, including our alumni, are always welcome at OSHKI-WENJACK.

On behalf of OSHKI-WENJACK Staff and Instructors, and our Students and Alumni, we thank you for your support over the years. Meegwetch!

Lorrie Deschamps, President







## 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

College Access

On-Call Worker Training

Personal Support Worker

Pre-Health Sciences

Security Guard

### Training & Professional Development

Aboriginal Mining and Skilled Trades Entry Program

Airport Management Training Program

Pre-Apprenticeship Training Program – Industrial Electrician

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.



*"I write on this day when 215 graves of children were found who had attended residential school. I believe we have our part to do in finding solutions as educators to make a better future for our children. For many years, I had put my education on hold to ensure the wellbeing of my children. I had the opportunity to pursue my education through OSHKI-WENJACK Education Institute with the Bachelor of Education Program. We have faced challenges because of the COVID-19 pandemic since the program began but we are working hard through it all."*

*Michaela Bottle, Mishkeegogamang First Nation*



## Aboriginal Bachelor of Education Degree (Primary/Junior)

In partnership with Brock University, OSHKI-WENJACK's special delivery method allows you to stay in your own home community for the majority of the program. This program meets the demand in local remote communities where certified teachers are required. A degree in education leads to certification with the Ontario College of Teachers with a certificate of registration and qualification.



This is beneficial for our Indigenous students living in the north. The unique blended delivery model is specifically designed to include open and inclusive practices of Indigenous ways and culture. Learners will take courses through online and independent study and attend classes in Thunder Bay twice per semester.

Being a graduate of the education field, the student can enter in a career as a classroom teacher, principal, senior administration role, as well as furthering their studies to the master's degree level or additional teaching qualifications.

The COVID-19 pandemic brought forward unprecedented times for the OSHKI-WENJACK students in the Bachelor of Education degree program. Students were not able to come to Thunder Bay for in-person classroom learning and the program was delivered 100 percent online. Students managed to overcome challenges of isolation by encouraging each other throughout during difficult times and they were also involved in a buddy system where they would help classmates that may have been behind in course work. Continued encouragement and communication enabled the students to strive closer to their goal of becoming certified teachers.





*"Well, where do I start? I'm thankful for the placement opportunity at Tikinagan Child and Family Services. I'm truly thankful to my family and all they do to show their support. Thank you to all my fellow students, we worked absolutely hard to get through it all - from the classroom and our evening classes to working through the pandemic, and managing school, work and parenting. We did this together and we encouraged each other every step of the way! Thank you to all the teachers at OSHKI-WENJACK and to Dorothy for all your help and encouragement. Miigwetch!"*

*Joni Smith, Sioux Lookout*

## Business Diploma Program

Learners in the Business Diploma program will study current business practices, trends, and opportunities that are relevant in rural and urban settings. Graduates will develop the knowledge and skills needed for the fast-paced business environment in their northern communities as well as anywhere in Canada. 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 taking place 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.

We are pleased there were 10 student who persevered amid the challenges brought by the pandemic and the transition to full online delivery and successfully completed the program onto graduation.







## Indigenous Classroom Assistant Diploma Program



OSHKI-WENJACK's Indigenous Classroom Assistant Diploma (ICAP) Program is a two-year, four-semester program in partnership with Nipissing University's Schulich School of Education. 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 six-week, Monday to Friday schedule. The two remaining semesters each include a six-week field placement in schools in students' home communities.

After completing the Indigenous Classroom Assistant Diploma Program, our graduates are qualified to work under the professional direction of a classroom teacher and school principal. This program provides current and future Classroom Assistants with the skills and knowledge to best help school-aged students succeed in their education.

This program was put on hold for the 2020-2021 academic year due to the Covid-19 pandemic with plans to resume in Summer 2021.



*"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



Gaining the skills and knowledge needed for employment in a variety of addiction settings through practical, hands-on learning, the IWAP 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 essential skills to traditional methods including Sacred Circles, Teaching/Learning Circles, and the use of the four sacred medicines – tobacco, cedar, sage, and sweet grass.

As an Indigenous Wellness and Addictions Prevention (IWAP) graduate, you may find employment in a variety of private, governmental, and Indigenous specific programs in areas of mental health, traditional medicine, addictions, alcohol and drug treatment centres and young offender residential centres.

Throughout the pandemic, IWAP students worked extra hard to transition to 100 percent online delivery. This program brings together Indigenous elders and students to share traditional ceremonies that directly address wellness and healing in a holistic sense and from an Indigenous perspective.





*“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 is a four-semester diploma program that delivers pre-employment training designed to give potential police candidates a broad education in law, human diversity, police powers, community-based policing, and investigative techniques. A diploma in Police Foundations prepares the learner for a career in all levels of policing including Canadian military, corrections, and the Canadian Border Services Agency. The learner develops skills in criminology, criminal and civil law, forensics, fitness and lifestyle management and will be able to apply them virtually in real world scenarios through our Milo-Range Pro Simulator and multi-purpose room. Through our partnership with Nishnawbe-Aski Police Service (NAPS) the learner gains first hand experience with a mentoring officer during on-campus sessions.

For the 2020-2021 academic year, in partnership with Confederation College, OSHKI-WENJACK's special blended delivery method allowed the students to stay in their home community during the Covid-19 pandemic. They took courses through online using Brightspace D2L and Adobe Connect with Contact North and independent study at home during the semester.

Graduating students have moved on to be employed with notable agencies as NAPS, Pikangikum First Nation, Synterra Security and Lakehead University Security.





*"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.

This program was put on hold for the 2020-2021 academic year due to the COVID-19 pandemic with plans to resume in Summer 2021.





*"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 program is for anyone who is interested in gaining the skills of a social service worker. You will become an advocate for social justice in both Indigenous and mainstream organizations to help empower individuals, families, and communities. This five-semester diploma program gives students enhanced knowledge to provide clients the support they need to overcome barriers they may face in their lives. The program involves hands on experiences with medicines and instructions on how to use traditional teachings with clients. Whether you are Indigenous or not, this impactful program will prepare you to become a skilled social service worker, practise within a culturally competent approach, and demonstrate an increased knowledge of Indigenous issues and interventions.

As a Social Service Worker - Indigenous Specialization (SSW-IS) graduate you may find employment a variety of private, governmental, and Indigenous Specific programs in areas of mental health, education, addictions, outreach, family services and social welfare.

As a graduate of the program, you would bring the core skills required of a social service worker professional with a level of cultural competence to provide culturally appropriate services. You will be eligible to register with the College of Social Work and Social Service Workers after completing the program.

This year throughout the pandemic, students enrolled in the program committed themselves fully and transitioned successfully to the delivery of all classes in a virtual setting.





## ***Certificate Programs***

### **College Access Certificate Program**

The College Access Program is 2-semester certificate program designed for recent high school graduates or mature and returning students who want to ease into college life. This program upgrades math and communication skills, while learners also take courses that transfer into other diploma programs, which allows them to transition into a destination program. Enrolled students receive full support of our faculty and staff who are ready to help at every step.

In partnership with Confederation College, OSHKI-WENJACK's uniquely blended delivery method allows students to stay in their home community for the majority of the program. Courses are normally delivered through on-line and independent study at home and students attend classes in Thunder Bay twice per semester, however, due to COVID-19, all of the courses were delivered online. This year was a success with a 92% completion rate of students who received a program certificate.

### **On-Call Worker Training Certificate**

The On-Call Training Program aims to provide consistent, multi-disciplinary training sessions to support and assist On-Call Workers in their work with NAN secondary students. On-Call worker training and safety initiatives have been identified as a critical need under the NAN Education Partnerships Program Joint Implementation Plan to ensure the safety and wellbeing of students who must leave their home communities to attend school in urban centers.

During COVID-19, our team delivered this program virtually to continue to generate strength and wellness for our workers and the students they support. In addition to On Call Workers, the types of student support roles the participants were employed as were diverse and included Addictions Crisis Worker, Inquest Assistant, Relief Worker On-Call/Safe Sober Site, Residential Youth Worker, Safe Sober Site Lead, Safe Sobering Site Addiction Crisis Worker, Student Education Support Worker, Student Wellness Worker, and Youth Residential Worker. In total, there were 54 participants who successfully completed the certificate training with separate workshops that took place in the Fall and Winter.





## ***Certificate Programs***

### **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 a patient’s day when they need a smile the most. Our Personal Support Worker one-year certificate program will provide the skills needed to support elders, community members and others that need personal care. The ability to speak an Indigenous language is definitely an asset and can assist in finding employment in northern settings. During this program, learners will take courses in supportive care, professional growth, fostering relationships and assisting clients across the lifespan.

We continue to meet the demand for Personal Support Workers and we are pleased to have two graduates of this program for this academic year.

### **Pre-Health Sciences Certificate Program**

This new and unique program to OSHKI-WENJACK fulfills the demand for people in the health care sector and within our communities who are in need. Students who graduate from the certificate program can pursue careers in nursing or personal support. It also provides students with specialized training to further their studies as a pathway to college and university programs.

This year after completing the Pre-Health Sciences program, the inaugural class at OSHKI-WENJACK comprising of 6 students had 5 of those students move forward into the Practical Nursing program offered at our Institute.

### **Security Guard Certificate**

OSHKI-WENJACK’s online delivery method allows learners to stay in their home communities for this provincial certification training program. Learners will complete the modules and tests through online and independent study without having to attend our campus. In this course, students will explore the roles and responsibilities of security guards and other protection services professionals. Students will discuss relevant legislation and investigative authorities, and the importance of respecting the application of authority within their community. This course will prepare students for writing the security guard licensing examination for the Province of Ontario.



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

### **Aboriginal Mining and Skilled Trades Entry Program (AMSTEP)**

AMSTEP is a unique and innovative youth workforce development and training model developed by OSHKI-WENJACK in partnership with Newmont. 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 hand on experiences and on-the-job exposure to the mining industry in Ontario's Far North.

We commenced an 8th intake in January 2021. Ten (10) training participants are progressing through the 12-week Mining Essentials work-readiness training program using a 100% online training approach. When successfully completed the participants will transition to paid work placements at Newmont's Musselwhite Mine.

### **Airport Management Training Program (AMTP)**

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

We successfully delivered a 4th intake using a blended delivery model. Fifteen (15) participants completed Essential Skills and Life Skills training for 8-weeks using a 100% online training approach during Summer 2020. Participants then transitioned to in-person training outside Thunder Bay at Quetico Lodge for 5-weeks during Fall 2020. Eleven (11) training participants successfully completed their training program in addition to a 3-week paid work placement at a local MTO-operated community airport.

### **Pre-Apprenticeship Training Program – Industrial Electrician (Pre-App)**

Pre-App is a 32-week pre-apprenticeship training and work placement program delivered in partnership with Newmont. The aim of the program is to train and develop twelve (12) Industrial Electrician apprentices to work in the mining and skilled trades industry sectors. Participants will receive Level 1 Industrial Electrician in-class training using our Mobile Trades Training Lab directly on-site at Musselwhite. This program will commence in June 2021.



## Graduation 2020

Graduation 2020 was held virtually on Wednesday, December 26, 2020. There was over 200 family members, friends, and other supporters of our 73 graduates who observed the ceremony using the Zoom virtual platform. Congratulations to each and every one of our graduates!

### Diplomas

#### Business Diploma

Suzanne M. Anderson  
Theresa M. Machimity  
Carrie Lynn Peterson

Ryan Kaminawash  
Karen Nothing  
Marie Stewart

Nicole Kanate  
Carl A. Paypom  
Susie Whiskeyjack

#### Early Childhood Education

Karen Bouchard  
Georgette Keno  
Christie Sakakeep  
Amanda Wesley-Metatawabin

Taneesha Cheesequay  
Darcy Peters  
Geraldine Turtle

Barbara Hardy  
Tracey Quill  
Ronalda Vincent

#### Indigenous Wellness & Addictions Prevention

Crystal Stang Black  
Courtney Moose  
Chrissa Trudy Strang

Annalee Keesick  
Wanita Pascal  
Shannon Turtle

Lex King  
Samantha Quill

#### Police Foundations

Tyrone Kakepetum  
Dallas Medicine  
Harold Meeseetawageesic  
Julian Walker

Natalie Kamenawatamin  
Deborah Meekis  
Daphne Peters

Eileen Koostachin  
Joseph Meeseetawageesic  
Rhonda Peters

#### Practical Nursing

Anita Ball  
Sarah Begg  
Minsoo Kim  
Lovena Tait

Clarissa Baxter  
Martine Kanakeesic  
Shannon Mamakwa  
Delphine Yellowhead

Jacqueline Beardy  
Janet Kayongo  
Star Quequish

#### Social Service Worker - Native Specialization

Shalon Adams  
Tannis Foulconer  
Rachelle Maklin  
Cynthia Wynne

Rhoda Angees  
Keelin Fowler  
Maria Mekanak

Shannon Courchene  
Laureen Machimity  
Harry Suganaqueb

### Certificates

#### Forestry Apprenticeship Training Program

Jennifer Croft  
Levi Echum  
Matthew Marino  
Charles Megan

Nicolas Dube  
Albert Fortier  
Dina Matasawagon  
Todd Mendowegan

Skylar Dumont  
Timothy Koselecky  
Ricky Mattinas

#### Personal Support Worker

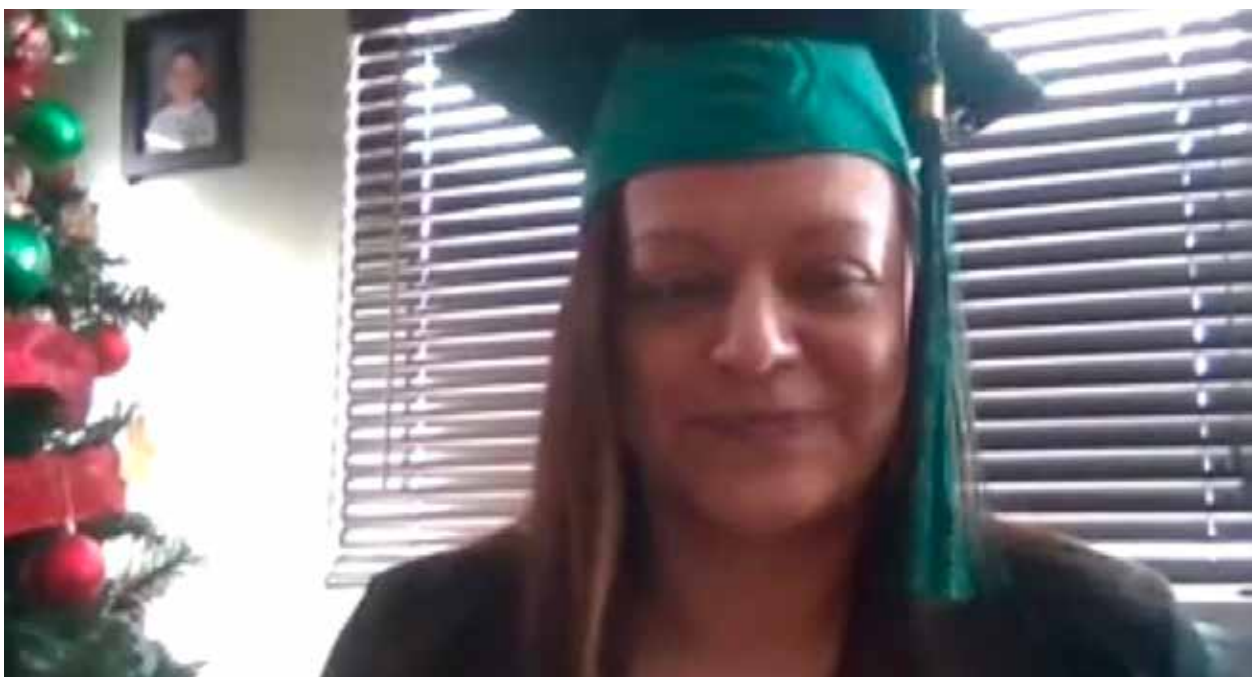
Veronica (Gennelle) Cheesequay  
Cyanne Sandau





## Governing Council Medal for Outstanding Academic Achievement

OSHKI-WENJACK awarded the 12th Governing Council Medal for outstanding achievement to Rachelle Macklin. Tina's 4.0 grade point average was achieved studying the Social Services Worker – Indigenous Specialization Program. Congratulations, Rachelle!



## ***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***

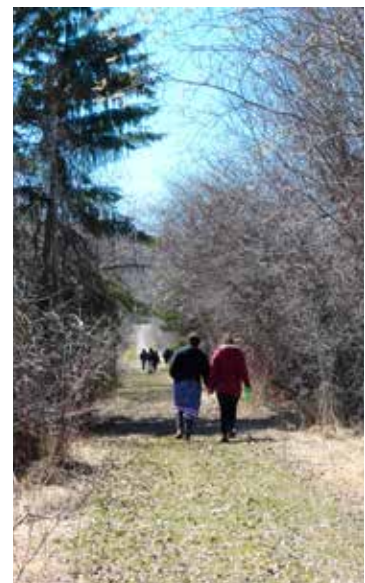
The OSHKI-WENJACK Cultural Program supports students through their journey in education. Our program strengthens the connections to land, teachings and our ways and helps build Indigenous identity. A strong identity is positive and helps build self-esteem and confidence. Learning and sharing cultural 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





## Community Outreach

OSHKI-WENJACK's recruitment team has been welcomed to many NAN First Nation communities and events. OSHKI-WENJACK staff ensures to build good working relationships while sharing OSHKI-WENJACK's Post-Secondary Programs and Services. During our First Nation community visits and various events it is normal practice to ensure at least 2 Oshki staff members attend to provide the best services.

We persevered during the pandemic and aimed to continue our outreach to potential students across the NAN territory. We began with regular virtual engagements with Education Directors to inform of our programs and aspects of the application process. Advertisements were placed on radio, billboard and newspapers within our catchment area. One method in particular that has proven effective is to reach out via Facebook, through Facebook Live where our recruitment team will speak about our programs and by frequent updates and information posts. It also provides an opportunity for people to ask questions and engage directly with our team. We certainly look forward to visiting your community when travel restrictions ease.

## 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](http://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.

## Partnership Agreements

Partnership agreements with colleges and universities provide accreditation for the degrees, diplomas and certificates granted to OSHKI-WENJACK graduates. The objectives of the Partnership Agreements include:

- Ensure the provision of quality programming
- Improve and increase opportunities for access to education and training
- Share beneficial resources and information
- Collaborate on the development and delivery of courses, programs and other projects
- Promote the retention and success of Aboriginal students
- Respond to employment and training needs within the communities of Nishnawbe Aski Nation
- Contribute to the advancement of self-governance, sustainable economic development and self-sufficiency within the communities of Nishnawbe Aski Nation

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

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



## Affiliation

### Indigenous Institutes Consortium

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

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

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

#### Indigenous Institutes Consortium members:

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

## Acknowledgements

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

#### Federal Government

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

#### Provincial Government

- Ministry of Training, Colleges and Universities

#### College Partners

- Canadore College
- Confederation College
- Sault College

#### Goldcorp Inc.

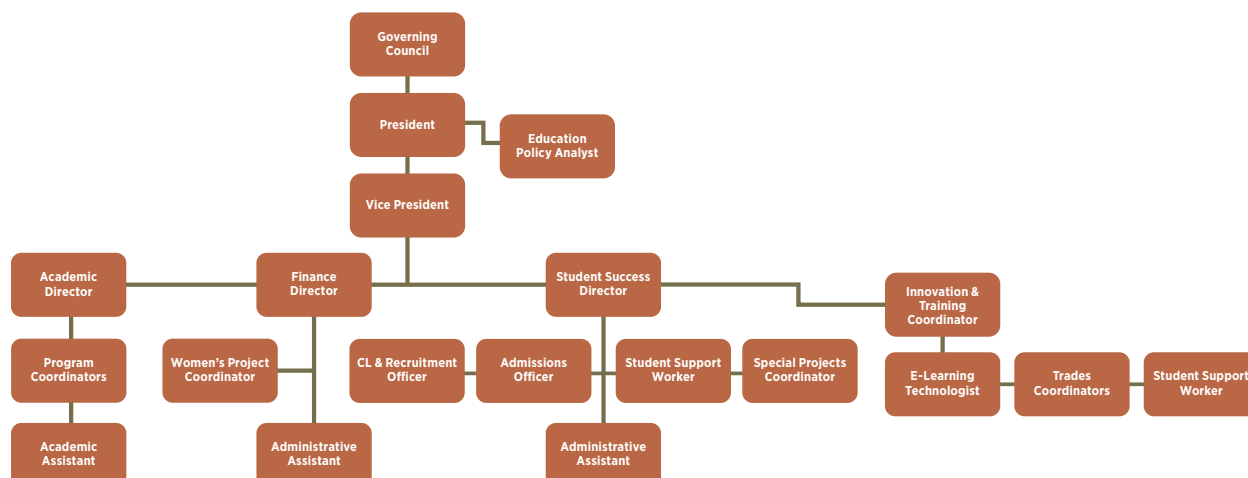
#### Nishnawbe Aski Nation



## The OSHKI-WENJACK Team

POSITION	NAME
President	Lorrie Deschamps
Vice President	Kim Falcigno
Director of Operations	Gary Bruyere
Academic Director	Susan Sinclair
Director of Student Success	Dorothy Roberts
Education Policy Analyst	Nikki Louttit
Finance Assistant	Rachel Fiddler
Academic Administrative Assistant	Marcia Redsky
Office Operations Assistant	Sarah Dunford
Human Resources Officer	Kathleen Maletta
Student Support Worker(s)	Nicole Bell & Archie Mekanak
Community Liaison & Student Recruitment Officer	April Head
Admissions Officer	Cinnamon Kelly
Innovation & Training Coordinator	Gord Kakegamic
e-Learning Technologist	Devon Meekis
Special Projects Officer	Kathy Evans
Aboriginal Early Childhood Education Program Coordinator	Meagan McLeod & Sandra Stewart
Aboriginal Humanities Program Coordinator	Rita Winter-Duncan
Business Program Coordinator	Dorothy Roberts
Practical Nursing Program Coordinator	Anthony Santelli & Sarah Myllyaho
Police Foundations Program Coordinator	Sean Mulligan
University Program Coordinator	Anthony Santelli

## Organizational Structure

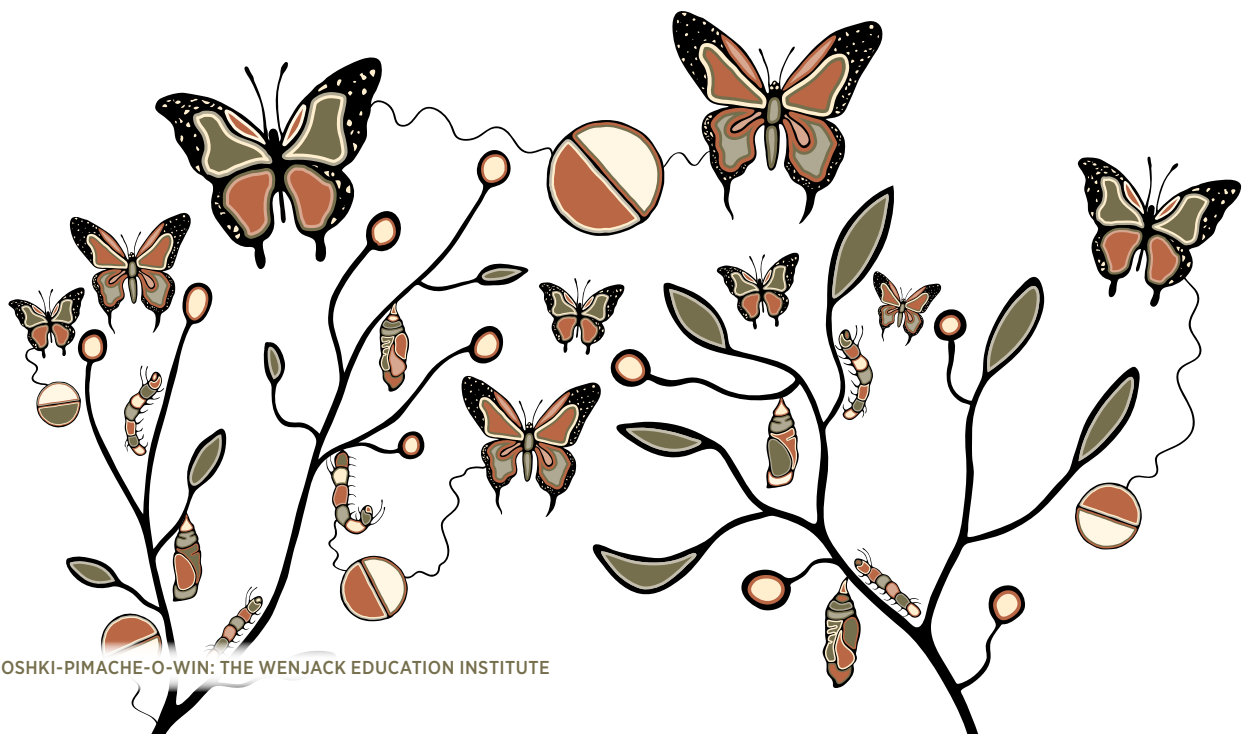


## Governance

The Governance Council bring a wide array of expertise and knowledge that support effective governance and policy direction of our institute. The Council conducts quarterly meetings embracing technology in a paperless and secure online environment. 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 Nations
Vacant		Mushkegowuk Council
Vacant		Keewaytinook Okimakanak
Lawrence Therriault, Elder	Aroland	Matawa First Nations
Sarah Waboose, Elder	Eabametoong	Matawa First Nations
Tehya Quachegan, Youth	Moose Cree	Mushkegowuk Council
Deputy Grand Chief Derek Fox	Bearskin Lake	Nishnawbe Aski Nation Ex Officio

There are two vacancies on the Governing Council that will be filled in the coming year.



## Financial Statements

### Independent Auditor's Report

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

#### Opinion

We have audited the financial statements of Oshki Pimache O-Win: The Wenjack Education Institute ("the Institute"), which comprise the statement of financial position as at March 31, 2021, 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, 2021, 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.



### **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

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

2021

2020

\$

\$

### ASSETS

#### Current

Cash	4,559,904	4,723,340
Short-term investments [note 2]	584,049	568,342
Accounts receivable [note 3]	1,786,014	1,110,052
Harmonized Sales Tax receivable [note 4]	126,528	102,646
Prepaid expenses	1,075,323	30,763
<b>Total current assets</b>	<b>8,131,818</b>	<b>6,535,143</b>

<b>Capital assets, net [note 5]</b>	<b>2,206,235</b>	<b>2,256,020</b>
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<b>10,338,053</b>	<b>8,791,163</b>
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### LIABILITIES

#### Current

Accounts payable and accrued liabilities [note 6]	631,062	599,189
Due to Ministry of Colleges and Universities (MCU)	564,202	13,087
Due to Indigenous Services Canada	1,121,682	1,163,711
Due to Ministry of Aboriginal Affairs	3,305	3,305
Deferred revenue [note 7]	3,964,155	3,122,007
<b>Total current liabilities</b>	<b>6,284,406</b>	<b>4,901,299</b>

<b>Deferred capital contributions [note 8]</b>	<b>1,708,553</b>	<b>1,898,393</b>
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#### Fund balances

Administration - unrestricted	1,250,647	1,037,079
Internally restricted	596,765	596,765
Invested in capital assets	497,682	357,627
	<b>2,345,094</b>	1,991,471

<b>10,338,053</b>	<b>8,791,163</b>
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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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**oshki.ca**