

New Beginnings. Stronger Communities.

ANNUAL REPORT | 2021-2022



OSHKI-WENJACK

OSHKI-PIMACHE-O-WIN
THE WENJACK EDUCATION INSTITUTE



The Goyce Kakegamic Student Bursary launched in honour of Goyce Kakegamic, former NAN Deputy Grand Chief, a life-long supporter and advocate for Indigenous education and one of the Institute's founding leaders and mentor.

Chair Arlene Jung and President Lorrie Deschamps present a departing gift to Chief William Harper, Koocheching First Nation, long-time serving member representing Windigo First Nations.



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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.

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.	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

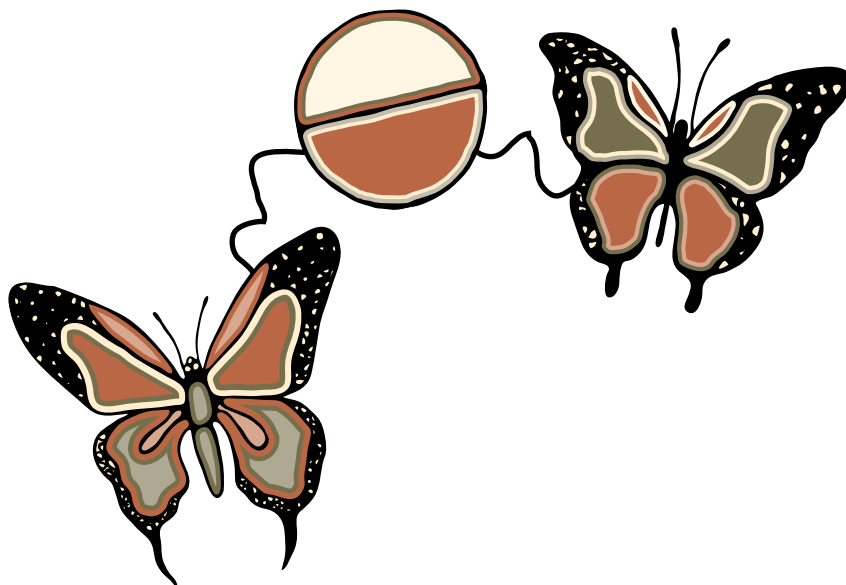
Wachiye, booshoo! As we enter into our second decade of being the post-secondary institute of choice for learners across the communities of Nishnawbe Aski Nation and beyond the traditional territory, there is joy to celebrate in the accomplishments of our Indigenous Institute, OSHKI-WENJACK. We have many important reasons to uphold the original vision of our leadership from the early beginnings of our institution in 2001 and we hold dear the guiding principles instilled by our leadership, past and present.

It is these guiding principles of maintaining the strong and sacred connections with each other and the land that we, as people from Nishnawbe Aski, have kept us unique and resilient with the ever-changing world. Our traditions and teachings enable us to find a balance in all things, and so OSHKI-WENJACK strives to provide culturally inclusive educational programming for our learners that in turn, will be brought back to their communities and that will meaningfully contribute to the growth of our nations. I wholeheartedly congratulate the impressive number of OSHKI-WENJACK graduates over the past 21 years who are working within and strengthening their communities.

The movement toward achieving full jurisdiction over the life-long education of our people remains a very important priority to ensure we can provide the best pathways to success. Embarking on a new journey to achieve full accreditation with the World Indigenous Nations Higher Education Consortium will see our Institution develop and design curriculum that reflects the evolving needs of our communities, and ultimately will enable our Indigenous Institution to advance in delivering quality and culturally relevant programming, training, land-based learning, and best practices for all learners.

On behalf of the Governing Council, I wish you a very happy and successful year ahead.

Arlene Meekis-Jung, Chair



Message from the President

Booshoo, wachiye! Each and every year we are inspired by the continued dedication of our hard-working students and we invite you to join in celebrating another year of amazing achievement and success. In these changing and sometimes uncertain times, our students tackled obstacles along their post-secondary journey and they pushed through with determination and the motivation to succeed. We are confident all our students and graduates will bring their knowledge and skills back to their communities and undoubtedly, they will inspire others to consider a pathway to post-secondary education or trades training at OSHKI-WENJACK.



The success of learners at our Indigenous Institution is supported by the commitment of staff at OSHKI-WENJACK. Students may come in contact with our go-getting Recruitment Officers who have made efforts to visit communities throughout the past year and fulfilled opportunities to attend community events sharing what we offer to students in all areas of academic and student support. Admissions and Financial Aid staff work to ensure new applicants are assisted at every step in the process and liaise with First Nation education departments and our partner colleges and universities in order to ensure student requirements are met and provided. Student Success Navigators are always present throughout the year to support our learners along each stage of their journey.

We are proud to be a safe and inviting place of higher learning for all community members of Nishnawbe Aski Nation as envisioned by our leadership and we are seeking new opportunities to grow our campus and develop a new space that will continue to inspire our members. In the meantime, please visit our campus in Thunder Bay, our doors are always open for you!

Meegwetch,
Lorrie Deschamps, President





Post Secondary Programs

Degree

Aboriginal Bachelor of Education (Primary/Junior)

Diploma

Business (General)

Early Childhood Education

Indigenous Classroom Assistant

Indigenous Wellness and Addictions Prevention

Police Foundations

Practical Nursing

Social Service Worker - Indigenous Specialization

Certificate

College Access

Personal Support Worker

Pre-Health Sciences: Pathways to Certificates & Diplomas

Certificate Program

Training & Professional Development

Airport Management Training Program

Pre-Apprenticeship Training Program – Industrial Electrician

Pimache-O-Win Pathways for Indigenous Women

Security Guard Certification 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.

Aanii ga kina wiya!

Kirsty ndizhinikaaz I'm Kirsty and I was the teacher for the Visual Arts course. What a beautiful time I shared creating with students. We spent 6 weeks sharing stories, learning about technique, and creating beautiful works of art in all kinds of mediums, paint, beads, natural art, and clay, it went by way too fast that is for sure. It was my first teaching experience with both OSHKI-WENJACK and Brock University and I cannot wait to be welcomed back into the classroom. Mino ayaan - be well.

Kirsty Howie, Visual Arts Instructor, Aboriginal Bachelor of Education Program



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 Aboriginal 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.





After completing a certificate in Business Fundamentals, I decided to return to school to complete the Business Diploma program at OSHKI-WENJACK. The Admissions Officer and the Business Diploma Coordinator had made the transition process easy. I was integrated into the Business Diploma program with classmates that had started the program together. The instructors and students made me feel welcome. The exclusively remote instruction had allowed me to remain in my community and enabled me to successfully complete the Business Diploma program without the added stress of having to find accommodations in Thunder Bay.

Selina Vincent, Business Diploma Program

Diploma Programs

Business Diploma Program



The Business Diploma program provides students with the skills necessary to pursue a wide variety of career opportunities including finance management, accounting, human resources, First Nation Band management, marketing, business development, entrepreneurship, and more. This five-semester diploma program gives students the specific knowledge necessary to step confidently into a career in Business. With a strong foundation in Business policies and procedures, the program is infused with Indigenous content and an Indigenous worldview throughout the curriculum. The program includes courses in Accounting, Marketing, Economics, Business Math, Operations Management, Human Resources, Entrepreneurship, Project Management, and Business Simulation to immerse students in all aspects of Business and prepare graduates to step into their career poised for growth and success.

Graduates of this 5-semester program will receive a Business Diploma from Confederation College. Students who complete 3 semesters of the program will receive a Business Fundamentals Certificate.



I was not sure what to expect when I first signed up for education at OSHKI-WENJACK, but after two years of being a student there, I can say that it has been the best post-secondary experience I have had. It was a truly holistic and inclusive educational experience. The thing that stood out most to me as a student, was the ongoing mental health support from staff. This kind of support would not have been possible at a regular post-secondary institution. OSHKI-WENJACK helps First Nations students succeed. I would not have been able to accomplish what I have without the help and support I received.

Iffet Kortuğlu, ECE Student



Early Childhood Education Diploma Program



OSHKI-WENJACK's Early Childhood Education (ECE) 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.





"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

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 has been delivered fully online throughout the Covid-19 pandemic restrictions and will resume in-class programming when restrictions ease.



I have been teaching at the OSHKI-WENJACK for over twelve years and have taught in the IWAP program since its inception. There is a strong focus on Indigenous history and healing methods which I find very beneficial and know that the students appreciate. OSHKI-WENJACK has always focused on the students' needs and ways of learning. Even with Covid-19 restrictions, we met the educational needs of our students by moving to Brightspace/D2L with teaching and support for both faculty and students on this online platform. I have very much appreciated the leadership of our coordinators who balance the needs of the students while offering support and guidance for the faculty. It is an honour to be a part of the OSHKI-WENJACK educational team.

Claudia Otto, Instructor, Indigenous Wellness and Addictions Prevention



Indigenous Wellness and Addictions Prevention Diploma Program



This program brings together Indigenous Elders and students to share Indigenous ceremonies that directly address wellness and healing in a holistic sense and from an Indigenous perspective. Students will gain skills and knowledge needed for employment in a variety of addiction settings through practical, hands-on learning. The 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.





"I am so grateful for all the teachers who have helped me to become a graduate of OSHKI-WENJACK. This school has given me confidence to pursue my education and for giving me a path to see where I want to go in life. As I am graduating, I've realized that if I believe in myself then I can accomplish whatever I put my mind into and get things done. I'm so proud of what I've been able to accomplish and that's all thanks to my program coordinator and to OSHKI-WENJACK."

Cameron Hardy, Police Foundations

Police Foundations Diploma Program



The Police Foundations is a five-semester diploma program delivered over two years that provides 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 corrections, Canadian Border Services Agency (CBSA) and professional Security Services having met the requirements to write the Provincial Security standards test. The learner develops skills in criminology, conflict management, 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 2021-2022 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. We are happy to announce that the students will be returning to Campus in the fall of 2022 to both continue and start a new cohort live with faculty and hand-on training. The current student body took courses online using Brightspace D2L with independent study at home during the semesters.

Graduating students have moved on to be employed with notable agencies as NAPS, Pikangikum First Nation Police through the Ontario Provincial Police, 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.





"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.

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 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 12 graduates of this program for this academic year.





"I chose OSHKI-WENJACK for the Pre-Health Sciences Certificate Program as I've been a part of OSHKI-WENJACK for years. Having been a previous graduate, they welcomed me back with open arms. As a student, I feel like family, I have the support I need and the program delivery is perfect for me, and I can still work full-time."

Gloria Sutton, Fort William First Nations

First Pre-Health Sciences Cohort Graduate, 2021, currently enrolled in the Practical Nursing Program

Pre-Health Sciences: Pathways to Certificates & Diplomas Certificate Program

In partnership with Confederation College, OSHKI-WENJACK'S special delivery model allows you to stay in your own home community for the majority of the program. This is beneficial for our Indigenous students living in the north. This unique blended delivery model is specifically designed to include open and inclusive practices of Indigenous ways and culture. You will take courses through online and independent study and attend classes in Thunder Bay twice per semester. Please be advised that program delivery has temporarily change due to Covid-19. Classes in this program are currently held 100% online.

Be a part of the Nishnawbe Aski Nation (NAN) Health Transformation and choose a career in the health care field through the Pre-Health Sciences Certificate Program. Caring and passion, along with an understanding of sciences are needed for these high-sought after programs. This program gives students the credentials to enroll in a variety of health care programs, such as nursing, dental assistant, paramedic, and lab technician to name a few.





Training & Professional Development

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. The program is designed to train and develop community members for employment opportunities working at MTO-operated community airports in the Nishnawbe Aski Nation.

We previously delivered four (4) intakes of the program in 2019 and 2020. Sixty (60) participants were enrolled in the program and forty-five (45) participants successfully completed the program.

In 2021-22, we successfully delivered a 5th intake that commenced in January 2022. Ten (10) participants were enrolled in the program and seven (7) participants successfully completed their Heavy Equipment Operator training program including Surface Common Core. In addition, participants completed a 3-week paid work placement in their home community.

Pre-Apprenticeship Training Program – Industrial Electrician

Pre-Apprenticeship is a 32-week pre-apprenticeship training and work placement program delivered in partnership with Newmont (formerly Goldcorp) and Northern College. The aim of the program is to train and develop ten (10) Industrial Electrician apprentices to work in the mining industry. Participants will receive Level 1 Industrial Electrician in-class training using our Mobile Trades Training Lab directly on-site at Musselwhite Mine.

We previously delivered Pre-Apprenticeship training in partnership with Longlac Lumber and Nakina Lumber sawmills in 2019 and 2020. Seventeen (17) participants successfully earned their Level 1 Industrial Electrician or Level 1 Industrial Millwright certificates and transcripts.

In 2021-22, we successfully delivered Level 1 Industrial Electrician apprenticeship training that commenced in June 2021. Nine (9) training participants successfully earned their Level 1 Industrial Electrician certificates and transcripts including Underground Common Core. Participants completed two rotations of “2-weeks in/2-weeks out” work placements at Musselwhite Mine working below surface with underground work crews.

Pimache-O-Win Pathways for Indigenous Women

The Pimache-O-Win Pathways for Indigenous Women is an online workshop series designed specifically for women who want to go back to school but are not sure what steps to take in order to pursue their education. The 4-week, culturally sensitive workshop gives students step-by-step information about how to upgrade education, how to register for college and university programs, how to find funding, and how to find a new career pathway that is the right fit.

Security Guard Certification Program

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.

Blessing Ceremony

On October 8, 2021, OSHKI-WENJACK held a Blessing Ceremony to honour students who graduated from programs during the 2021-2022 academic year. The Blessing Ceremony was held virtually in lieu of an in-person full scale graduation as Covid-19 pandemic restrictions were still in effect. Many of the graduates joined in the ceremony with prayers conducted by Elder-in-Residence Brenda Mason. President Lorrie Deschamps and Vice President Kim Falcigno were joined by directors and program coordinators to congratulate students who graduated from College Access, Business, Practical Nursing, Indigenous Wellness and Addictions, and Social Service Worker – Indigenous Specialization programs. Our 2021-2022 graduates are looking forward to participating in next year's graduation ceremony, hopefully to be held in person so that families may join and celebrate in their accomplishments.

PROGRAM

10/08/2021

BLESSING CEREMONY 2021



<https://oshki-ca.zoom.us/j/82390199466?pwd=SIU2UGx1TUI1dXdkNWtpYVlvNDYwQT09>

TIME	ACTIVITY	SPEAKER / FACILITATOR
1:20 – 1:30	Participants Login	
1:30 – 1:45	Blessing	Elder: Brenda Mason
1:45 – 1:55	Remarks	President of Oshki-Wenjack: Lorrie Deschamps
1:55 – 2:00	Remarks	Vice President of Oshki-Wenjack: Kim Falcigno
2:00 – 2:05	Remarks	Director of Student Success: Dorothy Roberts
2:05 – 2:10	Remarks	Academic Director: Susan Sinclair
2:10 – 2:15	Remarks	Program Coordinator, College Access: Kelly Fossum
2:15 – 2:20	Remarks	Program Coordinator, Business: Marlon Gasparotto
2:20 – 2:25	Remarks	Program Coordinator, Nursing: Anthony Santelli
2:25 – 2:30	Remarks	Program Coordinator, IWAP & SSW-IS: Rita Winter-Duncan
2:30 – 2:45	Closing Prayer	Elder: Gene Nowegejick

** The Ceremony will take place on Friday, October 8, 2021; between 1:30 – 2:45 PM (EST).

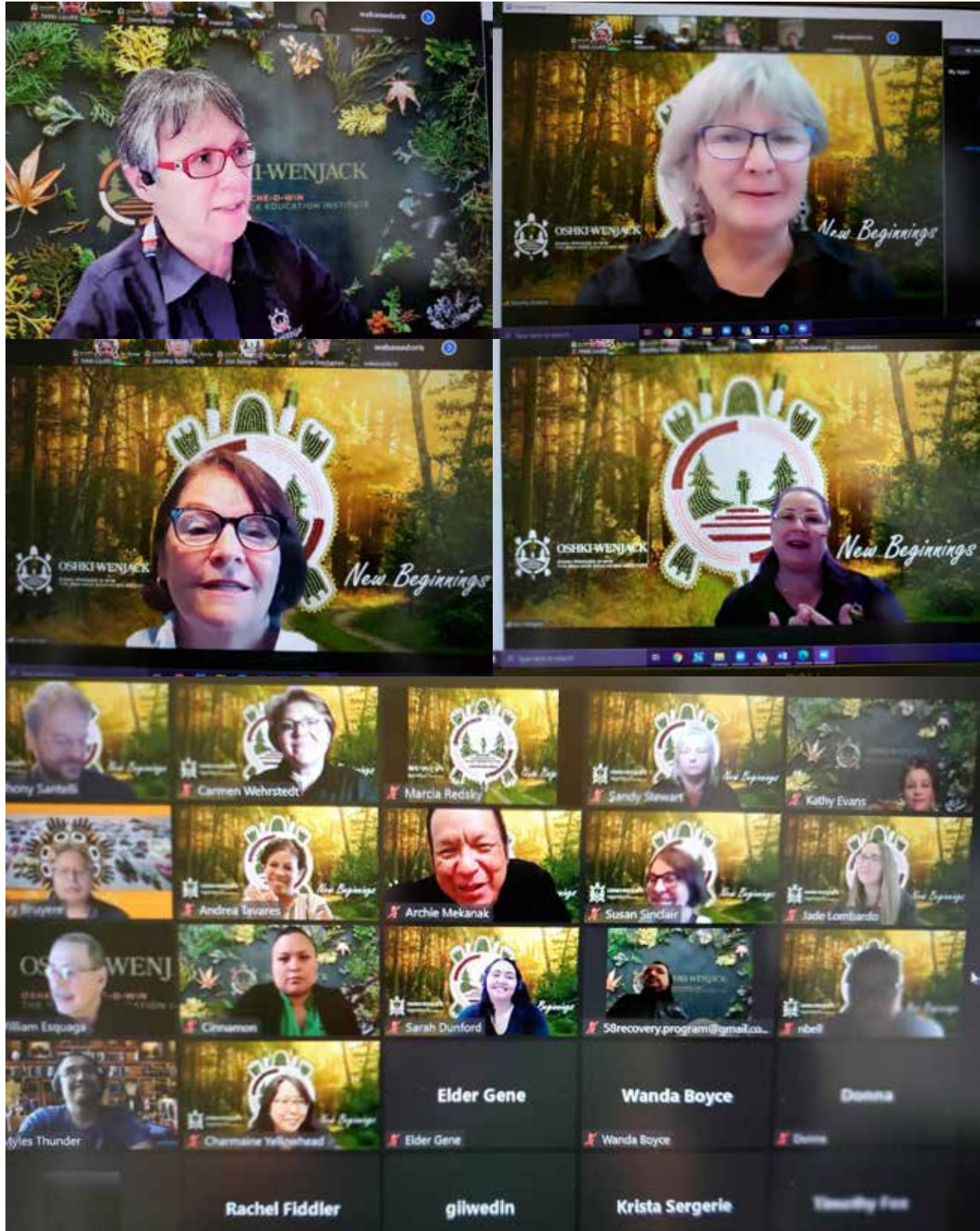


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Student Success Initiative

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. 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
- Brock University, St. Catharines, ON
- Canadore College, North Bay, ON
- Confederation College, Thunder Bay, ON
- Nipissing University, North Bay, ON
- Sault College, Sault Ste. Marie, ON



Affiliation

Indigenous Institutes Consortium

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

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

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

Indigenous Institutes Consortium members:

- Anishinabek Education Institute
- Iohah:io Akwesasne Adult Education
- Kenjgewin Teg
- Ogwehoweh Skills and Trades Training Centre
- Oshki-Pimache-O-Win: The Wenjack 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, and First Nations & Inuit Youth Employment Strategy
- Innovation, Science and Technology Canada

Provincial Government

- Ministry of Colleges and Universities

College Partners

- Canadore College
- Confederation College
- Sault College

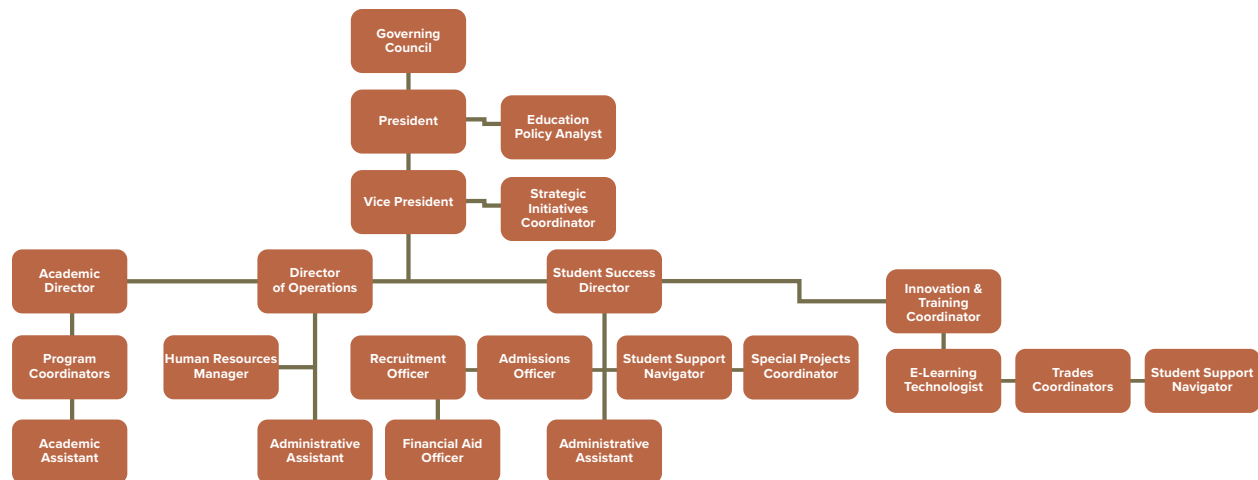
Newmont Corporation

Nishnawbe Aski Nation

The OSHKI-WENJACK Team

POSITION	NAME
Student Support Navigator	Bell, Nicole
Director of Operations	Bruyere, Gary
President	Deschamps, Lorrie
Student Support Navigator	Dunford, Sarah
Indigenous Language Specialist	Esquaga, William
Special Projects Coordinator	Evans, Kathy
Vice President	Falcigno, Kim
Finance Officer	Fiddler, Rachel
College Access Program Coordinator	Fossum, Kelly
Admissions Officer	Head, April
Innovation and Training Coordinator	Kakegamic, Gordon
Financial Aid Officer	Kelly, Cinnamon
Training Program Coordinator	Krishnan, Vivek
Business Program Coordinator	Labonte, Sarah
Education Policy Analyst	Louttit, Nikki
Health Sciences Program Coordinator	Lombardo, Jade
Accessibility Advisor	McDougall, Sandra
E-Learning Coordinator	Devon Meekis
Recruitment Officer	Mekanak, Archie
Police Foundations Coordinator	Mulligan, Sean
Strategic Initiatives Coordinator	Presenger, Ashleigh
Assistant Program Coordinator	Redsky, Marcia
Director of Student Success	Roberts, Dorothy
University Program Coordinator	Santelli, Anthony
Project Development Lead	Sergerie, Catherine
Project Development Lead for Midwifery	Sergerie, Krista
Academic Director	Sinclair, Susan
Indigenous Child Education Coordinator	Stewart, Sandra
Instructional Designer	Tavares, Andrea
Human Resources Manager	Maletta, Kathleen & Voulgaris, Georgina
Special Project Coordinator	Wehrstedt, Carmen
Indigenous Humanities Coordinator	Winter-Duncan, Rita
Administrative Assistant – Office Operations	Yellowhead, Charmaine

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	TERM
ARLENE JUNG, Chair	Wawakapewin	Shibogama First Nations	2018-2021
FABIAN BATISE, Vice Chair	Matachewan	Wabun Tribal Council	2018-2021
LYNDA BEARDY, Secretary/Treasurer	Muskrat Dam	Independent First Nations Alliance	2018-2021
LAWRENCE THERRIAULT	Aroland	Matawa First Nations	2018-2021
VACANT		Independent Bands	
FRANK MCKAY	Sachigo Lake	Windigo First Nations Council	2021-2024
JOAN LINKLATER	Moose Cree	Mushkegowuk Council	2021-2024
VACANT		Keewaytinook Okimakanak	
Sarah Waboose, Elder Representative	Eabametoong	Matawa First Nations	2018-2021
Tehya Quachegan, Youth Representative	Moose Cree	Mushkegowuk Council	2020-2023
Deputy Grand Chief Bobby Narcisse, NAN Ex-Officio	Aroland	Matawa First Nations	2021-2024

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

Financial Statements



Independent Auditor's Report

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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, 2022, 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, 2022, 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.

The logo for Grant Thornton LLP, featuring the company name in a stylized, cursive script.

Thunder Bay, Canada
September 7, 2022

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	2022	2021
	\$	\$
ASSETS		
Current		
Cash	5,988,163	4,559,904
Short-term investments [note 2]	585,068	584,049
Accounts receivable [note 3]	1,191,666	1,786,014
Harmonized Sales Tax receivable [note 4]	211,590	126,528
Prepaid expenses	81,921	1,075,323
Total current assets	8,058,408	8,131,818
Capital assets, net [note 5]	2,035,624	2,206,235
	10,094,032	10,338,053
LIABILITIES		
Current		
Accounts payable and accrued liabilities [note 6]	853,009	631,062
Due to Ministry of Colleges and Universities (MCU)	-	564,202
Due to Indigenous Services Canada	1,336,624	1,121,682
Due to Ministry of Aboriginal Affairs	3,305	3,305
Deferred revenue [note 7]	3,643,654	3,964,155
Due to Employment and Social Development Canada	185,958	-
Total current liabilities	6,022,550	6,284,406
Deferred capital contributions [note 8]	1,537,698	1,708,553
Fund balances		
Administration - unrestricted	1,432,464	1,250,647
Internally restricted [note 9]	596,765	596,765
Invested in capital assets	504,555	497,682
	2,533,784	2,345,094
	10,094,032	10,338,053

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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